University of Minnesota, Twin Cities

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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.
Co-Curricular Education

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

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**Student Sustainability Educators Program**

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**Responsible Party**

Shane Stennes  
Sustainability Coordinator  
University Services

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**Criteria**

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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**Submission Note:**

Enrollment data for Fall 2010. Available at  
http://www.oir.umn.edu/student/enrollment/term/1109/current/11944

"---" indicates that no data was submitted for this field

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**Total number of degree-seeking students enrolled at the institution:**

48,103

**Program name (1st program):**

Program in a Box: How to Cycle on Campus

**Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):**

6,300

**A brief description of the program, including examples of peer-to-peer outreach activities (1st program):**
This program occurred in each of the 11 residence halls. Community Advisors and Sustainability Advocates presented information about the benefits of cycling to class and activities on campus. They also engaged in conversation with students about tips, ‘how to’ and provided campus resources.

The learning outcome was to help students make sustainable choices in their transportation modes.

A brief description of how the student educators are selected (1st program):

Community Advisors are selected annually from a highly rigorous process. Over 300 students regularly apply for 50-70 open positions. CAs are expected to offer peer to peer education on a regular basis and on a myriad of topics for students. Sustainability Advocates are then selected from the final CA staff to represent the specific interests of Sustainability efforts on campus and in Housing and Residence Life. CAs can both apply and be appointed to the Sustainability Advocate position. They relay information, programs and opportunities to all of their staff who then distribute it to students.

A brief description of the formal training that the student educators receive (1st program):

All Community Advisors complete a two week training that equips them with peer educator skills in the areas of: presenting information, passive education, active listening skills, helping skills and an overview of the department’s values which includes Sustainability as a core focus. From there, the Sustainability Advocates receive ongoing training in their monthly meetings in how to construct sustainability programs and effective ways to have related conversations.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

Programs in a Box are financially supported by the Sustainability Education Funds, National Residence Hall Honorary and by student programming funds. Each peer educator is responsible for using these funding avenues to tailor and support their unique version of the program. All Program in a Box events have the staff support of at least one, and often two full-time University Staff Members.

The website URL for 1st Program:
http://www.housing.umn.edu/sustainability/index.html

Program name (2nd program):
Program in a Box: Trash Sort

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
6,300

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

This program occurred in each of the 11 residence halls. Community Advisors and Sustainability Advocates asked students to correctly sort actual trash into the correct recycling container. Students learned which materials can go in our three bin system and the educators addressed common issues and mistakes. The outcome was to ensure students had increased knowledge about how to correctly recycle on campus.
A brief description of how the student educators are selected (2nd program):  
Community Advisors are selected annually from a highly rigorous process. Over 300 students regularly apply for 50-70 open positions. CAs are expected to offer peer to peer education on a regular basis and on a myriad of topics for students. Sustainability Advocates are then selected from the final CA staff to represent the specific interests of Sustainability efforts on campus and in Housing and Residence Life. CAs can both apply and be appointed to the Sustainability Advocate position. They relay information, programs and opportunities to all of their staff who then distribute it to students.

A brief description of the formal training that the student educators receive (2nd program):  
All Community Advisors complete a two week training that equips them with peer educator skills in the areas of: presenting information, passive education, active listening skills, helping skills and an overview of the department’s values which includes Sustainability as a core focus. From there, the Sustainability Advocates receive ongoing training in their monthly meetings in how to construct sustainability programs and effective ways to have related conversations.

A brief description of the staff and/or other financial support the institution provides to the program (2nd program):  
Programs in a Box are financially supported by the Sustainability Education Funds, National Residence Hall Honorary and by student programming funds. Each peer educator is responsible for using these funding avenues to tailor and support their unique version of the program. All Program in a Box events have the staff support of at least one, and often two full-time University Staff Members.

The website URL for 2nd program:  
http://www.housing.umn.edu/sustainability/index.html

Program name (3rd program):  
Program in a Box: Take Back the Tap

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):  
6,300

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):  
This program occurred in each of the 11 residence halls. Community Advisors and Sustainability Advocates showed a series of film clips and engaged in conversation with students about tap water vs. bottled water. Students were asked to read an email once a week for four weeks that continued to introduce the concepts of bottled water and equity and drinking water. Students were asked to complete a post program survey to indicate what they had learned. The learning outcome was to provide information so students could analyze data and make the choice most appropriate for them regarding bottled water.

A brief description of how the student educators are selected (3rd program):  
Community Advisors are selected annually from a highly rigorous process. Over 300 students regularly apply for 50-70 open positions. CAs are expected to offer peer to peer education on a regular basis and on a myriad of topics for students. Sustainability Advocates are then selected from the final CA staff to represent the specific interests of Sustainability efforts on campus and in Housing and Residence Life.
Life. CAs can both apply and be appointed to the Sustainability Advocate position. They relay information, programs and opportunities to all of their staff who then distribute it to students.

**A brief description of the formal training that the student educators receive (3rd program):**

All Community Advisors complete a two week training that equips them with peer educator skills in the areas of: presenting information, passive education, active listening skills, helping skills and an overview of the department’s values which includes Sustainability as a core focus. From there, the Sustainability Advocates receive ongoing training in their monthly meetings in how to construct sustainability programs and effective ways to have related conversations.

**A brief description of the staff and/or other financial support the institution provides to the program (3rd program):**

Programs in a Box are financially supported by the Sustainability Education Funds, National Residence Hall Honorary and by student programming funds. Each peer educator is responsible for using these funding avenues to tailor and support their unique version of the program. All Program in a Box events have the staff support of at least one, and often two full-time University Staff Members.

**The website URL for 3rd program:**
http://www.housing.umn.edu/sustainability/index.html

**Program name (All other programs):**
University Dining Services (UDS) "Green Team"

**Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):**
48,103

**A brief description of the program, including examples of peer-to-peer outreach activities (All other programs):**

In conjunction with UDS’ evolving sustainability platform, UDS has developed a “Green Team” Internship Program to assist in research and customer engagement in Dining’s social responsibility and environmental efforts. Green Team interns are University of Minnesota students who have a passion for educating others about environmental responsibility. Green Team members work to provide education about organic composting, recycling and other UDS sustainability efforts for students, faculty, and staff on campus.

**A brief description of how the student educators are selected (All other programs):**

Students apply for the internship and are then selected by UDS staff based on their applications and interview process.

**A brief description of the formal training that the student educators receive (All other programs):**

Green Team training is held twice a year in a day long event. The students learn an overview of programs that dining services hosts and promotes, and how to communicate these programs to the campus community. One event they work to organize and staff is the Eat Well, Live Well event, which promotes healthy and sustainable food choices. At the training, students learn about the composting process and how to communicate that information to customers, as they are responsible for promoting and assisting customer with the composting program daily in Coffman Union.
A brief description of the staff and/or other financial support the institution provides to the program (All other programs):

Students are paid through the University Dining Services support budget for student employees.

The program was formalized by UDS in September 2007. There are currently three paid intern Green Team Positions.

The website URL for all other programs:

http://www.dining.umn.edu/Sustainability.aspx
Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

"---" indicates that no data was submitted for this field

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):
Conservation Madness

A brief description of the campaign(s):

The office of Housing & Residential Life and Facilities Management teamed up to create the Conservation Madness recycling and energy reduction competition. Residence halls competed to reduce their electricity use and waste by the largest percentage and recycle the most from February 7-20, 2011. The competition’s goal was to encourage students to continue conserving university resources all year round and develop lifelong habits for their journey after college.
A brief description of the measured positive impact(s) of the campaign(s):

Territorial Hall came out on top at the end of the Conservation Madness competition, edging out Comstock and Yudof Halls to take the crown. Territorial finished second in the recycling portion of the contest with a 21.2 percent rate of recycling and 8.28 pounds of waste per capita, and third in the energy reduction category by reducing their electrical consumption by 4.79 percent.

Comstock was first in energy (-6.45%) and fifth in recycling (16.6% and 9.3 lbs). Yudof finished fourth in both energy (-2.91%) and recycling (24.6 % and 11.38 lbs). If every residence hall were to reduce its electrical consumption by 6.45% throughout the year (like Comstock Hall did during Conservation Madness) it would save the University $85,000 per year and reduce CO2 emissions by 889 tons annually. Furthermore, if every residence hall were to recycle 24.6% of its waste (like Yudof Hall) and reduce their waste per capita to 7.39 lbs. (like Sanford Hall), the university would save nearly $20,000 per year and produce approximately 250 less tons of waste.

The website URL where information about the sustainability outreach campaign(s) is available:

Sustainability in New Student Orientation

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability. Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

"---" indicates that no data was submitted for this field

Does the institution include sustainability prominently in new student orientation?:
Yes

A brief description of how sustainability is included prominently in new student orientation:

Staff and students are involved in workshops, tabling events, and talks about various sustainability programs on campus during Welcome Week, the University’s week-long orientation. Residence hall leaders, along with over 400 Welcome Week leaders, receive orientation on sustainability. Also, in the introduction to residence halls, community advisers conduct trash sorts to demonstrate how to properly use the three stack series of recycling bins.

Welcome Week Leaders: Current students lead and volunteer to coordinate sustainability oriented talks (“Living Green on Campus” and “Biking on Campus”), educate about compost and recycling programs, and provide information about ways to get involved in sustainability efforts on campus.

Sustainable events: Zero waste meals are served during Welcome Week and an effort has been made to reduce “throwaway giveaways”. Additionally, the events are scheduled across our three UMTC campuses; students ride the bus and connector during the week, many for the first time, getting over the initial hurdle of using public transportation.

Engagement: Sustainability topics are also intertwined in the community engagement portion of the orientation - this is an important aspect of the urban campus especially as students move off campus in the following years. An open house with our Institute on the Environment is part of the ‘U of M Day’, which helps show how university research is linking to issues that are important on campus, locally and globally (energy, food, transportation, etc). Current students participate in the event to connect new students to on-campus groups as well as community organizations focused on the environment and sustainability. This event offers every student the chance to
engage with demonstration projects, hands-on learning activities, and chances to win prizes all while learning about sustainability.

Another event of Welcome Week focuses on raising awareness about the Mississippi River running through our campus. The boat ride in 2009 turned into canoe rides in 2010 to strengthen the river experience. The discussion helped make the connection between the stormwater management/sewers on campus and the impact on the river. It also raised awareness about natural resources. The boat ride included the Park Service, River Life Educators and Sustainability staff. A Gopher Rangers student group was formed in 2009 to focus "student power" on the river beyond Welcome Week.

The website URL where information about sustainability in new student orientation is available:

http://www.ofyp.umn.edu/
Sustainability Outreach and Publications

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

Submission Note:

Also for Green Office Guide:


"---" indicates that no data was submitted for this field

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:
The Environment and Sustainability Portal provides information on sustainability activities for all five University of Minnesota campuses. The Portal covers five areas of sustainability activity: University Leadership, Sustainable Campus, Research and Expertise, Education and Outreach, and News and Events.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://portal.environment.umn.edu/

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

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The website URL for the sustainability newsletter:

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Does the institution have a vehicle to publish and disseminate student research on sustainability?:

No

A brief description of the vehicle to publish and disseminate student research on sustainability:

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The website URL for the vehicle to publish and disseminate student research on sustainability:

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Does the institution have building signage that highlights green building features?:

Yes

A brief description of building signage that highlights green building features:

Various buildings around campus have signage highlighting their green building features. As an example, the Science Teaching and Student Services building has signage that provides information about water saving technologies, energy efficiency features, and reclaimed or reused materials employed during the building's construction. The building also has a digital kiosks with information on the facility's green features and there is a self-guided sustainability building tour.

The website URL for building signage that highlights green building features:

http://www.cppm.umn.edu/sustainability/stss/green.htm

Does the institution have food service area signage and/or brochures that include information about sustainable food
systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

University Dining Services has a sustainability brochure that is available in every residential and retail restaurant as well as on our website. Additionally, there is information for customers about compostable items at point-of-purchase.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.dining.umn.edu/LinkClick.aspx?fileticket=WlRaQB2aFrE%3d&tabid=200&mid=832

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:

The St. Paul campus and the Minneapolis East Bank campus both have a sustainability walking tour highlighting various features including rain gardens, the student organic farm, and units focused on sustainable topics, such as the Institute on the Environment. The tour map is available in hard copy and can be picked up at the Institute on the Environment or found as a PDF online.

The website URL of the sustainability walking map or tour:
http://www1.umn.edu/italladdsup/sustainability/sustainable_maps.php

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:

Parking and Transportation Services (PTS) has a very extensive transportation guide that talks about all forms of transportation including more sustainable forms of transit. They also have individual guides for using buses, biking, and walking. A narrated online guide is also available.
The website URL for the guide for commuters about how to use alternative methods of transportation:
https://umconnect.umn.edu/neoparking/

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:

Housing and Residential Life (HRL) publishes a guide for Community Advisors, which are student, live-in staff in residence halls, on developing community within their residence hall. Sustainability is one of 6 'Community Objectives' in the HRL Community Development Model (CD Model). This CD Model incorporates Sustainability education in the areas of 'Getting to know them', 'Passive Efforts', 'Spontaneous Activities', and 'Planned Programs'.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
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Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
No

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
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The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
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Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:

Momentum magazine is a print, web and multimedia forum for innovative thinking and doing. Drawing on expertise at the University of Minnesota and beyond, Momentum explores issues of regional importance and global impact. The publication provides a place for environmental leaders to share ideas and insights with each other and the world. And it works to find common ground by linking scientific concerns with social and economic needs.

The website URL for this material:
http://www.environment.umn.edu/momentum/index.html
Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
Yes

A brief description of this material:
The University Services' Sustainability staff distribute the Green Office Guide, a project proposed by University Services and developed by students through a class project. The Green Office Guide highlights simple changes to increase sustainability and also resources on campus that promote sustainable living. The full report discusses sustainable practices in regards to energy conservation, water conservation, food consumption, transportation, waste reduction, paper, cleaning, wardrobes, office supplies, and working environments.

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material:
Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

A brief description of this material:

The website URL for this material:
Student Group

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:

The Active Energy Club is devoted to bringing together students of different disciplines with interests in energy in order to promote awareness about alternative/conservation technology and to provide an information and research base for furthering more energy efficient processes.

Campus Beyond Coal, through the Sierra Student Coalition and Sierra Club, are working to get the University of Minnesota to make a public commitment to move beyond coal as soon as feasibly possible. Beyond Coal is looking to take the University to that next step in being a sustainability leader by moving away from burning coal.

EcoWatch is a student organization at the University of Minnesota that works to expand the environmental dialogue and engage students on campus environmental issues. It is a non-partisan group that focuses on campus outreach events and represents students on campus sustainability issues. Members also work with local, state, and national environmental and clean energy campaigns.

Engineers Without Borders' mission is to partner with disadvantaged communities around the world and to improve their quality of life through implementation of engineered projects that prove environmentally and economically sustainable. Goals are achieved through cooperation with group members, fellow institutions, and mentors on the basis of commitment, persistence and concern for the recipients of the group’s efforts.

Environment Alliance is dedicated to environmental activism and communicating ethical and environmental perspectives with local and federal government agencies. They hope to provide a networking tool for those interested in a career in environmental law and policy development as well as assist members in internship placement.

Based in the College of Design, Greenlight works to inspire future design leaders to shape physical environments in an ecologically innovative, healthy and sustainable way. The mission of the group is to: reduce personal and community ecological footprints; raise awareness of ecological and social sustainability issues within the college and the broader community; serve as a resource for innovative, sustainable design solutions; and inspire future design leaders to address ecological issues through their work.

Innovative Engineers strives to extend the reach of renewable energy to the developing world by providing communities with the technology and know-how necessary to create and maintain a sustainable energy infrastructure using locally available materials. They are currently working on several wind turbine projects, a solar tracker, an electric car, and a hydro project.
Minnesota Public Interest Research Group (MPIRG) is a grassroots, student-directed, non-partisan organization that empowers and trains students, and engages the community to take collective action statewide. Their Sustainability Task Force in the Twin Cities is making changes on and off campus, teaming up with other student groups to make buildings across campus more energy efficient. MPIRG organizes Campus Wars, a competition between campus dorms to reduce energy consumption. The task force is also working on Moving Forward Minnesota to increase the availability of mass transit and bike lanes for commuters. Finally, the students are working with the city of Minneapolis to create a business recycling program.

Recreation Resource Management Club is a student group that convenes on themes relating to recreation, sustainable tourism, natural resources, and the environment. Their goals are to facilitate and promote opportunities to participate in recreational activities, social and professional networking, travel, natural resource management, environmental education, and campus and community involvement.

The Soil and Water Resources Student Association is an interdisciplinary group centered on the topics of soil and water resources science, dealing with engineering, restoration and preservation of these natural resources. Activities include seminars with topical guest speakers and presentations, water-related environmental stewardship projects, internships, scholarships, cooperative work experiences, and educational outreach activities opportunities.

South Asian Engineers goal is to work with South Asian countries and help the remote and economically dis-advantaged regions in these countries to have access to basic amenities, with the first objective being accessible electricity. Being mindful of the burning urge to work towards a sustainable future, all efforts will be focused on provision of sustainable electricity by tapping renewable resources. Projects are developed on campus with the plan of using a proper prototype when visiting a country in order to implement and set up the project in the chosen region.

Southeast Como Improvement Association works to maintain and enhance the physical, social, and economic environment of the southeast Como neighborhood through programs that serve the community's present and future needs. Through communication, stewardship, and citizen involvement, they strive to foster a sense of community and to promote the neighborhood as a vibrant place to live and work.

The Student Neighborhood Liaison program’s mission is to improve the livability of neighborhoods near the U of M campus. They seek to benefit both the University and surrounding communities through relationship building and connecting students to housing and livability resources. Partnering with University Student Legal Services, they encourage students to know their rights as tenants and their legal responsibilities within their neighborhood. They also provide free events and resources to students who live in SE Como, Marcy Holmes and Prospect Park in order for them to become engaged in those neighborhoods.

The Green Group is dedicated to bringing students together to appreciate and preserve the environment by cleaning up the environment, spreading the message to support environmental policies, and spreading an interest in the outdoors.

U Students Like Good Food is a group with a goal of working together and within the community to bring light to the effect that food choices have on resources, jobs, land and communities in the Minneapolis/Metro Area and how to make good food choices accessible and affordable for students. They acknowledge that food and food systems not only affect personal health, but also affect the environment, society and local economy.

The U.S. Green Building Council Students chapter promotes public understanding and appreciation of the challenges and solutions posed by improved sustainable building practices, specifically those established by Leadership in Energy and Environmental Design (LEED) guidelines.

The University YMCA Y Immersion Program sends out student groups on service learning trips over winter and spring break to domestic and international locations to engage in social justice and environmental issues and receive leadership skills, cultural/social awareness, and further education on their designated trip themes.
Water Resources Students In Action supports Water Resources Science students by providing opportunities for participation in the community, professional development activities, and social gatherings. They provide community outreach and education to the greater urban area regarding water resources and water-related issues as well as participating in park cleanups and other volunteer events in the area.

Students for Design Activism is a group dedicated to brainstorming ideas, developing concepts, and supporting community events relating to the use of the landscape, art, and human interaction. They work together for the practical application of studio knowledge with the intent of gaining a better understanding of how their ideas can serve the public.

List up to 4 notable recent activities or accomplishments of student group(s):

In December 2011, Campus Beyond Coal helped organize a drop off over 1,000 postcards asking Xcel Energy to use more renewable energy. The postcards were made as a response to Xcel Energy’s Integrated Resource Plan, which explains where Xcel will source its energy needs for the next 15 years and is reviewed by the Minnesota Public Utilities Commission (PUC). The students’ goal was to petition Xcel to transition from the Sherco Coal plant to more wind, solar, and energy efficiency.

EcoWatch and Environmental Alliance worked together with Great River Greening, a local non-profit organization, to help restore Indian Mounds Regional Park. The native landscape restoration consisted in clearing and hauling Buckthorn, an invasive species, out of the park area as well as planting native species.

Students for Design Activism is working on a proposal to construct small-scale vegetated roofs on the passenger shelters located at the Light Rail Transit stations currently under construction in the Twin Cities. These greenroofs would also help to beautify the LRT stations and enhance the branding of the Central Corridor as a “Green” line. The visible nature of these improvements would also help competitively place the Twin Cities on the forefront of embracing sustainable urban development. By bringing greenroofs down to a pedestrian level and scale, there will have an opportunity to attract and educate the public on the benefits of sustainable infrastructure. The benefits of greenroofs include providing an opportunity to collect stormwater that would normally enter into the city’s stormwater collection system, reducing the surface area that absorbs heat to decrease in the urban heat island effect, mitigating air pollution, as well as many indirect social benefits such as job creation, aesthetics and well-being, social cohesion and food security.

In April 2012 U Students Like Good Food hosted an Urban Agriculture Panel and free dinner on campus. The panel featured local experts from on urban agriculture to discuss pressing issues in the area. The event engaged the student community to learn more about local food systems and the effects their food choices have.

List other student groups that address sustainability:

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The website URL where information about student group(s) is available:

http://sua.umn.edu/groups/directory/index.php?group_by=category#Environmental_Sustainability
Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:

Yes

A brief description of the garden:

Cornercopia is a student driven and run certified organic farm on the St. Paul Campus at the University of Minnesota that grows 100+ varieties of fruits and vegetables. Their goal is to give students the opportunity to learn first hand what it takes to plan, grow and market food. The farm also offers a Student Organic Farm course and internships during growing months.

The website URL where information about the garden is available:

http://www.horticulture.umn.edu/StudentLife/Student_Organic_Farm/index.htm
Model Room in a Residence Hall

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Themed Housing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?
Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):

The Environment House Living Learning Community provides opportunities for students to engage in group activities designed to build friendships, facilitate academic success, and educate students about issues and opportunities in environmental and natural resource sciences. Programs organized through the living learning community include environmental career information, lab and facility tours, and environmentally related service activities.

The website URL where information about the themed housing is available:

http://www.housing.umn.edu/student/llc/index.html#environment

The total number of residents in themed housing.

---
Sustainable Enterprise

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:
Yes

A brief description of the enterprise:
UDS opened CityKid Java Café in West Bank’s Carlson School of Management in spring 2009. All CityKid Java coffees are “true trade;” meaning, they’re purchased at or above fair trade industry cost. CityKid Java Café serves as a living learning lab for high school youth from Urban Ventures and University of Minnesota students by providing hands-on work experience and mentoring opportunities to demonstrate sustainable business skills.

The website URL where information about the sustainable enterprise is available:
http://www.dining.umn.edu/Sustainability/CommunityRelationships.aspx
Sustainability Events

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:
Yes

A brief description of the event(s):

Beautiful U Day is an annual event joining students, faculty, and staff for sustainability and beautification events on all University of Minnesota campuses. The Twin Cities campus' 2011 event centered on sustainable transportation and featured a Sustainable Transportation Expo during which various organizations showcased the Twin Cities Campus' sustainable transportation options, like biking, walking, public transportation and car pooling. During the Expo the University's ReUse Program partnered with used bike retailer Re-Cycle.com and other local bike shops will also offer tune-ups and other services at Northrop Plaza, the West Bank and in St. Paul. The bike sale put over 200 bikes in the hand of University community members, mainly students.

The website URL where information about the event(s) are available:
Outdoors Program

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:

Yes

A brief description of the program:

The Center for Outdoor Adventure (COA), run through the Department of Recreational Sports, provides participants with alternative recreation experiences revolving around the great outdoors. Each semester, COA offers a full schedule of trips and clinics to introduce participants to the fundamentals of outdoor adventure skills and environmental ethics. Activities range from backpacking to ice climbing, both locally and nationally. The trips follow the Leave No Trace principles.

The website URL where information about the program is available:

http://www.recsports.umn.edu/coa/
Themed Semester or Year

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

**Credit**

<table>
<thead>
<tr>
<th>Sustainability Course Identification</th>
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<tbody>
<tr>
<td>Sustainability-Focused Courses</td>
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<td>Sustainability-Related Courses</td>
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<td>Sustainability Courses by Department</td>
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<td>Sustainability Learning Outcomes</td>
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<td>Undergraduate Program in Sustainability</td>
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<td>Graduate Program in Sustainability</td>
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<td>Sustainability Immersive Experience</td>
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<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Sustainability Courses</td>
</tr>
</tbody>
</table>
Sustainability Course Identification

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

Submission Note:

This information only pertains to undergraduate education.

A course search tool is also published on the Institute on the Environment's Sustainability Education site

http://www.susteducation.umn.edu/resources/sustainability-course-search/
Has the institution developed a definition of sustainability in the curriculum?:
Yes

A copy of the institution's definition of sustainability in the curriculum?:

Courses fulfilling the University's "environment theme" requirement for undergraduate education are sustainability-focused course offerings. The following is a description of the environment theme objectives and criteria:

Environmental issues are complex. Finding solutions to these environmental issues will have students vigorously debating the myriad of solutions; weighing the costs with the benefits and tradeoffs among alternative policies and practices; exploring the roles of science and technology; learning to become involved, informed, and constructive citizens after graduation. Issues such as sustainability and the ethics of intergenerational equity must be weighed against meeting current needs and wants. The pursuit of solutions to environmental issues is a highly synthetic and interdisciplinary endeavor. Therefore, courses that fulfill this Theme need to connect students, in explicit ways, to solving problems. A broad array of disciplines, from physical and biological sciences, to the social sciences and humanities need to be integrated into the proposed solutions, which must be based on science, but which will be implemented and sustained only if they are consistent with the ethics and values of society.

Courses must meet these criteria:

- The course raises environmental issues of major significance.
- The course gives explicit attention to interrelationships between the natural environment and human society.
- The course introduces the underlying scientific principles behind the environmental issues being examined
- Students explore the limitations of technologies and the constraints of science on the public policy issues being considered.
- Students learn how to identify and evaluate credible information concerning the environment.
- Students demonstrate an understanding that solutions to environmental problems will only be sustained if they are consistent with the ethics and values of society.

Has the institution identified its sustainability-focused and sustainability-related course offerings?:
Yes

A brief description of the methodology the institution followed to complete the inventory:

A search was conducted of our Electronic Course Approval System (ECAS). Any course that meets the liberal education environment theme requirement was classified as sustainability-focused. Courses not fulfilling this requirement but covering content on one or more of the following terms (as identified through a key word search) were considered to be sustainability-related courses: climate, air, water, biodiversity, efficiency, energy, renewable, photovoltaic, hydro, smart grid, green, biomass, biofuel, soil, poverty, forestry, and life cycle cost.

Courses identified through the key word search were individually reviewed to ensure they were appropriately classified as sustainability-related.

Does the institution make its sustainability course inventory publicly available online?:
Yes
The website URL where the sustainability course inventory is posted:
http://onestop.umn.edu/degree_planning/lib_ed/fall_2010_requirements/environment.html
Sustainability-Focused Courses

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

This data only covers undergraduate course offerings.

The courses above were obtained searching the Electronic Course Approval System to find those labeled with the U’s Environment Theme Designation (see ER 5 for more information on the sorting process). In order to obtain an undergraduate degree from the University of Minnesota, students must take at least one course that meets the Environment Theme Liberal Education requirement. The list of courses provided for this credit all fulfill an Environment Theme requirement. While the University may not have a large percentage of Sustainability-focused courses, all students seeking undergraduate degrees from the University of Minnesota are required to take one of these courses.

"---" indicates that no data was submitted for this field

The number of sustainability-focused courses offered:

112

The total number of courses offered:

5,601

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

AFRO 3141 Africa
AGRO 1101 Biology of Plant Food Systems
AGRO 1103 Crops, Environment, and Society
AGRO 3203W Environment, Global Food Production, and the Citizen
AGRO 5321 Ecology of Agricultural Systems
ANSC 1011 Animals and Society
ANSC 3203W Environment, Global Food Production, and the Citizen
ANSC 3203W Environment, Global Food Production, and the Citizen
ANSC 3203W Environment, Global Food Production, and the Citizen
ANTH 1906W Freshman Seminar
ANTH 3041 Ecological Anthropology
ANTH 4069 Environmental Archaeology
ANTH 5041 Ecological Anthropology
APEC 3611 Environmental and Natural Resource Economics
APEC 5651 Economics of Natural Resource and Environmental Policy
AST 1001 Exploring the Universe
AST 1011H Exploring the Universe, Honors
BBE 1906W Freshman Seminar
BIOL 1001 Introductory Biology I: Evolutionary and Ecological Perspectives
BIOL 1001H Introductory Biology I: Evolutionary and Ecological Perspectives
BIOL 3407 Ecology
BIOL 3408W Ecology
BIOL 3807 Ecology
CE 3501 Environmental Engineering
CFAN 1501 Biotechnology, People, and the Environment
CFAN 1901 Topics: Freshman Seminar
CFAN 1901 Topics: Freshman Seminar
CFAN 1901 Topics: Freshman Seminar
CHEM 1021 Chemical Principles I
CHEM 1022 Chemical Principles II
CHEM 1031H Honors Chemistry I
CHEM 1032H Honors Chemistry II
CSCL 3361 Visions of Nature: The Natural World and Political Thought
DIS 3332 Environmental Problems and Policy: a European Perspective
DIS 3343 Environmental History of Europe
DIS 3822 Ecology and Human Impact in the North and Baltic Seas
DIS 3823 Biology of Marine Mammals
DIS 3824 Ecotoxicology: Principles and Practice
DIS 3825 Intensive Ecotoxicology Laboratory: Introduction to International Tests and Assays
DIS 3830 Marine Biology of European Coastal Waters
EE 1701W Energy, Environment, and Society
EEB 3001 Ecology and Society
ESPM 1011 Issues in the Environment
ESPM 1425 The Atmosphere
ESPM 1901 Topics: Freshman Seminar
ESPM 2041 Natural Resources Consumption and Sustainability
ESPM 3011W Ethics in Natural Resources
ESPM 3101 Conservation of Plant Biodiversity
ESPM 3245 Sustainable Land Use Planning and Policy
ESPM 3251 Natural Resources in Sustainable International Development
ESPM 3261 Economics and Natural Resources Management
ESPM 3261 Economics and Natural Resources Management
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ESPM 4061W</td>
<td>Water Quality and Natural Resources</td>
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<tr>
<td>ESPM 4061W</td>
<td>Water Quality and Natural Resources</td>
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<tr>
<td>FR 1901</td>
<td>Freshman Seminar</td>
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<tr>
<td>FR 5146</td>
<td>Science and Policy of Global Environmental Change</td>
</tr>
<tr>
<td>FSCN 1112</td>
<td>Principles of Nutrition</td>
</tr>
<tr>
<td>FW 1901</td>
<td>Freshman Seminar</td>
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<tr>
<td>FW 2001</td>
<td>Introduction to Fisheries, Wildlife, and Conservation Biology</td>
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<tr>
<td>FW 2002</td>
<td>Threatened and Endangered Wildlife: Causes, Consequences, and Future Conservation</td>
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<tr>
<td>FW 5003</td>
<td>Human Dimensions of Biological Conservation</td>
</tr>
<tr>
<td>FW 5603W</td>
<td>Habitats and Regulation of Wildlife</td>
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<tr>
<td>FW 5604W</td>
<td>Fisheries Ecology and Management</td>
</tr>
<tr>
<td>GEO 1001</td>
<td>Earth and Its Environments</td>
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<tr>
<td>GEO 1002</td>
<td>Earth History</td>
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<tr>
<td>GEO 1005</td>
<td>Geology and Cinema</td>
</tr>
<tr>
<td>GEO 1006</td>
<td>Oceanography</td>
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<tr>
<td>GEO 1101</td>
<td>Introduction to Geology</td>
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<tr>
<td>GEO 1901</td>
<td>Freshman Seminar: Environment</td>
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<tr>
<td>GEO 3002</td>
<td>Climate Change and Human History</td>
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<tr>
<td>GEO 3003</td>
<td>Geohazards</td>
</tr>
<tr>
<td>GEO 3004</td>
<td>Water and Society</td>
</tr>
<tr>
<td>GEO 3402</td>
<td>Science and Politics of Global Warming</td>
</tr>
<tr>
<td>GEOG 1403</td>
<td>Biogeography of the Global Garden</td>
</tr>
<tr>
<td>GEOG 1403H</td>
<td>Honors: Biogeography of the Global Garden</td>
</tr>
<tr>
<td>GEOG 1425</td>
<td>Introduction to Meteorology</td>
</tr>
<tr>
<td>GEOG 3111</td>
<td>Geography of Minnesota</td>
</tr>
<tr>
<td>GEOG 3141</td>
<td>Africa</td>
</tr>
<tr>
<td>GEOG 3361W</td>
<td>Geography and Public Policy</td>
</tr>
<tr>
<td>GEOG 3376</td>
<td>Political Ecology of North America</td>
</tr>
<tr>
<td>GEOG 3379</td>
<td>Environment and Development in the Third World</td>
</tr>
<tr>
<td>GEOG 3411W</td>
<td>Geography of Health and Health Care</td>
</tr>
<tr>
<td>GEOG 3431</td>
<td>Plant and Animal Geography</td>
</tr>
<tr>
<td>GEOG 4121W</td>
<td>Latin America</td>
</tr>
<tr>
<td>GEOG 5431</td>
<td>Plant and Animal Geography</td>
</tr>
<tr>
<td>GLOS 3303</td>
<td>Environment and Development in the Third World</td>
</tr>
<tr>
<td>GLOS 3304</td>
<td>Sustainable People, Sustainable Planet</td>
</tr>
<tr>
<td>GLOS 4311</td>
<td>Race, Class, and the Politics of Nature</td>
</tr>
<tr>
<td>HMED 3040</td>
<td>Human Health, Disease, and the Environment in History</td>
</tr>
<tr>
<td>HORT 5071</td>
<td>Restoration and Reclamation Ecology</td>
</tr>
<tr>
<td>HSCI 1212</td>
<td>Life on Earth: Perspectives on Biology</td>
</tr>
<tr>
<td>HSCI 1214W</td>
<td>Life on Earth: Perspectives on Biology</td>
</tr>
<tr>
<td>IOFT 1101</td>
<td>Environmental Issues and Solutions</td>
</tr>
<tr>
<td>LA 3501</td>
<td>Environmental Design and Its Biological and Physical Context</td>
</tr>
<tr>
<td>LAS 4121W</td>
<td>Latin America</td>
</tr>
<tr>
<td>PBIO 1212</td>
<td>Plants and Society</td>
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<tr>
<td>PHIL 3301</td>
<td>Environmental Ethics</td>
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<tr>
<td>PHYS 1001W</td>
<td>Energy and the Environment</td>
</tr>
<tr>
<td>POL 3872W</td>
<td>Global Environmental Cooperation</td>
</tr>
<tr>
<td>PSTL 1112</td>
<td>Nature in the City</td>
</tr>
</tbody>
</table>
PSTL 1171 Earth Systems and Environments
PSTL 1906W Freshman Seminar: Environmental Issues
PUBH 3102 Issues in Environmental and Occupational Health
RRM 4232W Managing Recreational Lands
SOC 4305 Society and the Environment: A Growing Conflict
SOC 4311 Race, Class, and the Politics of Nature
SOIL 1125 The Soil Resource
SOIL 2125 Basic Soil Science
SUST 3003 Sustainable People, Sustainable Planet
URBS 3751 Understanding the Urban Environment
WRIT 3383 In Search of Nature

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:

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A copy of the sustainability course inventory:

AASHE STARS - Curriculum.xlsx
Sustainability-Related Courses

Responsible Party

Renee Barker
Sustainability Student Assistant
Facilities Management

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

This data only covers undergraduate course offerings.

The courses listed above include only those courses that matched with the keyword search conducted using the Electronic Course Authorization System (keywords included: climate, air, water, biodiversity, efficiency, energy, renewables, photovoltaic, hydro, smart grid, green, biomass, biofuel, soil, poverty, forestry, and life cycle cost). Courses not containing the keywords that may involve sustainability are not reflected in this inventory, as the University has too large of a course list to sort through each course manually. In addition, many courses did not include detailed class description, making it difficult to determine if they were sustainability-related courses. Many of the questionable courses were omitted when manually sorting through this inventory. In addition, the sustainability-related courses include over 80 different subject areas, giving undergraduates the opportunity to study sustainability principles in many of their interest areas.

Staff from the Electronic Course Authorization System conducted the search for Sustainability Courses; there is no specific website listing these courses.

"---" indicates that no data was submitted for this field

The number of sustainability-related courses offered:

321

The total number of courses offered:

5,601

Number of years covered by the data:

One

A list of sustainability-related courses offered:
AAS 4311 Asian American Literature and Drama
AAS 4920 Topics in Asian American Studies
AAS 5920 Topics in Asian American Studies
AAS 5996 Graduate Proseminar
ABUS 4012 Problem Solving in Complex Organizations
ABUS 4102 Operations in Manufacturing and Service Businesses
ABUS 4515 Strategy and Management for a Sustainable Future
ADED 5201 Introduction to Adult Literacy
ADED 5211 Introduction to the Undereducated Adult
AEM 4511 Mechanics of Composite Materials
AFEE 5112 Agricultural Education Program Organization and Curriculum for Youth
AGRO 4605 Management Strategies for Crop Production
APEC 1102 Principles of Macroeconomics
ARCH 4521 Environmental Technology I
ARCH 5513 Environmental Technology I: Thermal Design in Architecture
ARCH 4672 Hist Bldg Consrvtn
ARCH 5516 Tech Two: Lumin Therm Des
ARCH 5539 Dylghtng Arch Dsgn
ARCH 5550 Topics in Technology
ARCH 5672 Hist Bldg Consrvtn
ARCH 5711 Dsgn Prncpl
ARGN 3004 Latin American Economy: The Argentine Perspective
BBE 2201 Renew Energy and the Environ
BBE 3033 Mat & Enrgy Bal in Bio Systs
BBE 3503 Marketing of Bio-based Product
BBE 4013 Transp in Biol Syst
BBE 4305 Pulp & Paper Technology
BBE 4413 Systms Approach to Res Const
BBE 4533 Agr Waste Mgmt Engr
BBE 4733 Renewable Energy Technologies
BBE 5305 Pulp and Paper Technology
BBE 5413 Systms Approach to Res Const
BBE 5503 Marketing of Bio-based Product
BIOC 5309 Biocat & Biodegrad
BIOL 1009 General Biology
BIOL 1009H Honors: General Biology
BIOL 1105 Intro Biol Soc Env
BIOL 2301 Leadership And Service
BIOL 1905 Biology Freshman Seminar
BIOL 3002 Plant Function
BIOL 3007W Plant, Algal & Fungal Diversity
CE 3301 Soil Mechanics I
CE 4102W Capstone Design
CE 4251 Pavement Analysis
CE 4502 WW Treat
CE 4511 Hydr Struct
CE 4531 Env Proc Eng
CE 4562 Remed Technol
CE 4591 Env Law  
CE 5094 CE Research  
CE 5541 Env Water Chem  
CE 5542 Experimental Meth Env Eng  
CE 5551 Env Microbiology  
CE 5552 Env Micro Lab  
CE 5581 Water Policy  
CFAN 3500 Int'l Field Studies Seminar  
CFAN 5500 Int'l Field Studies Seminar  
CHEM 4066 Chem of Ind  
CHEN 2001 Material & Energy  
CHEN 5551 Renewable Energy  
CI 5537 Environmental Education  
CI 5747 Global/Env Ed: Content/Prac  
CMBA 5542 Ethics & Leadership  
CMBA 5723 Ethics & Leadership  
CMGT 4542 Building Energy Systems  
CSPH 1101 Self, Society, and Environment  
CSPH 5121 Health and the Environment  
DES 3341 (un)Wrapping It Up  
DHA 2402 Residential Tech  
DHA 2612 Int Materials & Specifications  
DHA 2613 Ltg Dsgn & Bldg Sys  
DHA 3482 Home Environment  
DHA 4465 Hsg Global Perspect  
DHA 5463 Housing Policy  
DHA 5467W Hsg & Social Env  
DHA 5481 Promoting Indep in Hsg & Comm  
DIS 3742 BGS:Environ Business Strategy  
DIS 3827 Biol:Element,Energy:Ecosystem  
DIS 3920 Sustainable by Design  
EDPA 5314 School Tech Safety & Security  
EE 4701 Electric Drives  
EE 4703 Electric Drives Lab  
EE 4703 Electric Drives Lab  
EE 4743 Switch-Mode Pwr Elec Lab  
EE 5705 Elec Drives in Sust Energy Sys  
EE 5721 Pwr Generation  
EEB 4068 Plant Physiological Ecology  
EEB 4609W Ecosystem Ecology  
EEB 3603 Aquatic Environment  
EEB 4611 Biogeochemical Processes  
EEB 4844 Field Ornithology  
EEB 5042 Quantitative Genetics  
EEB 5068 Plant Physiological Ecology  
EEB 5146 Sci and Policy Global Env Chng  
EEB 5601 Limnology  
EEB 5605 Limnology Laboratory
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EEB 5609</td>
<td>Ecosystem Ecology</td>
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<td>ENGL 3501</td>
<td>Public Discourse</td>
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<tr>
<td>ENT 5361</td>
<td>Aquatic Insects</td>
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<td>ESPM 1001</td>
<td>Freshmen Orientation to ESPM</td>
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<td>ESPM 2021</td>
<td>Env Sci: Integratd Prob Solvng</td>
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<td>ESPM 2401</td>
<td>Environmental Education</td>
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<td>ESPM 3000</td>
<td>Sem on Current Issues for ESPM</td>
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<td>ESPM 3012</td>
<td>Stats Methods for Env Sci/Mgrs</td>
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<td>ESPM 3111</td>
<td>Hydro &amp; Water Qual Fld Mthds</td>
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<td>ESPM 3131</td>
<td>Environmental Physics</td>
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<tr>
<td>ESPM 3202W</td>
<td>Env Conflict Mgmt, Ldrshp, Pln</td>
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<td>ESPM 3207</td>
<td>Nat Res Based Sustain Develop</td>
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<td>ESPM 3211</td>
<td>Surv Meas Model for Env Analys</td>
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<td>ESPM 3221</td>
<td>Soil Conserv. &amp; Land-Use Mgmt</td>
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<td>ESPM 3241W</td>
<td>Natural Resource &amp; Env Policy</td>
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<td>ESPM 3271</td>
<td>Envmntl Policy Law &amp; Hum Behav</td>
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<tr>
<td>ESPM 3601</td>
<td>Our Home, Our Environment</td>
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<td>ESPM 3602</td>
<td>Regs &amp; Corp Environ Mgmt</td>
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<td>ESPM 3603</td>
<td>Environmental Life Cycle Anlys</td>
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<td>ESPM 3604</td>
<td>Env Mgmt Systems &amp; Strategy</td>
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<tr>
<td>ESPM 3605</td>
<td>Recycling:Extndng Raw Mat</td>
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<tr>
<td>ESPM 3606</td>
<td>PollutnPrevn:Prin/Tech/Pract</td>
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<tr>
<td>ESPM 3612W</td>
<td>Soil &amp; Environmental Biology</td>
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<tr>
<td>ESPM 3703</td>
<td>Agroforestry in Watershed Mgmt</td>
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<tr>
<td>ESPM 4021W</td>
<td>Problem Solving: Env Review</td>
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<td>ESPM 4041W</td>
<td>Prob Solvng for Environ Change</td>
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<td>ESPM 4216</td>
<td>Contaminant Hydrology</td>
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<td>ESPM 4242</td>
<td>Mthds for Envtl&amp;NatR Pol Anlys</td>
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<tr>
<td>ESPM 4256</td>
<td>NR Law &amp; Mgmt of Pub Land/Wtr</td>
</tr>
<tr>
<td>ESPM 4295W</td>
<td>GIS in Eviron Science &amp; Mgmt</td>
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<tr>
<td>ESPM 4607</td>
<td>Indus Biotechnology &amp; Environ</td>
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<tr>
<td>ESPM 4811</td>
<td>Environmental Interpretation</td>
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<td>ESPM 5019</td>
<td>Bus, Natural Env &amp; Global Econ</td>
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<td>ESPM 5061</td>
<td>Water Quality &amp; Natural Resour</td>
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<td>ESPM 5101</td>
<td>Conservt of Plant Biodiversity</td>
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<td>ESPM 5108</td>
<td>Ecology of Managed Systems</td>
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<td>ESPM 5111</td>
<td>Hydro &amp; Water Qual Fld Mthds</td>
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<td>ESPM 5202</td>
<td>Env Conflict Mgmt, Ldrshp, Pln</td>
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<td>ESPM 5207</td>
<td>Nat Res Based Sustain Develop</td>
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<td>ESPM 5211</td>
<td>Surv Meas Model for Env Analys</td>
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<td>ESPM 5241</td>
<td>Nat Resource &amp; Env Policy</td>
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<td>ESPM 5242</td>
<td>Mthds for Nat Res &amp; Env. Policy</td>
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<td>ESPM 5245</td>
<td>Sustainbl Land Use Plng/Policy</td>
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<td>ESPM 5251</td>
<td>NR in Sustain Int'l Developmnt</td>
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<td>ESPM 5256</td>
<td>NR Law &amp; Mgmt of Pub Land/Wtr</td>
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<tr>
<td>ESPM 5295</td>
<td>GIS in Environ Science &amp; Mgmt</td>
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<td>ESPM 5402</td>
<td>Biometeorology</td>
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<td>ESPM 5555</td>
<td>Wetland Soils</td>
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ESPM 5603 Environmental Life Cycle Anlys
ESPM 5604 Env Mgmt Systems & Strategy
ESPM 5605 Recyclng:Extndng Raw Mat
ESPM 5606 PollutnPrevn:Prin/Tech/Pract
ESPM 5607 Indust Biotechnology & Enviro
ESPM 5703 Agroforestry in Watershed Mgmt
ESPM 5811 Environmental Interpretation

FOST 1420 Study Abroad
FOST 1470 Study Abroad
FOST 1490 Study Abroad
FOST 1800 Study Abroad
FOST 1810 Study Abroad
FOST 1820 Study Abroad
FOST 1830 Study Abroad
FOST 1840 Study Abroad
FOST 1850 Study Abroad
FOST 1860 Study Abroad
FOST 3420 Study Abroad
FOST 3470 Study Abroad
FOST 3490 Study Abroad
FOST 3800 Study Abroad
FOST 3810 Study Abroad
FOST 3820 Study Abroad
FOST 3830 Study Abroad
FOST 3840 Study Abroad
FOST 3850 Study Abroad
FOST 3860 Study Abroad

FR 1001 Orientation/Information System
FR 2101 Identifying Forest Plants
FR 2102 Northern Forests: Field Ecolgy
FR 2104 Measuring Forest Resources
FR 3114 Hydrology and Watershed Mgmt
FR 3262 Remote Sensing of NR & Env.
FR 3411 Mng Forest Ecosys:Silviculture
FR 4501 UF Mgt: Mngmt Greenspaces
FR 5114 Hydrology and Watershed Mgmt
FR 5161 Northern Forest Field Course
FR 5262 Remote Sensing of NR & Env.
FR 5264 Advanced Forest Mgmt Planning
FR 5411 Mng Forest Ecosys:Silviculture
FR 5501 UF Mgt: Managing Greenspaces
FR 5615 Fld Remote Sensing/Res Survey
FSCN 1102 Food:Safety, Risks & Tech
FSCN 4332 Food Processing Operations
FW 2003 Introduction to Marine Biology
FW 3136 Biology of Fishes
FW 5136 Biology of Fishes
GEO 1003 Dinosaur Evolution
GEO 1102 Intro Earth History
GEO 3005 Earth Resources
GEO 4401 Aqueous Geochem
GEO 4602 Sediment/Stratigraph
GEO 4701 Geomorphology
GEO 4703 Glacial Geology
GEO 4971W Field Hydrogeology
GEO 5102 Climate and History
GEO 5108 Envir Geology
GEO 5205 Fluid Mechanics in Earth Sci
GEO 5705 Limnogeology
GEO 5713 Karst Hydrogeology
GEO 5971 Field Hydrogeology
GEOE 3301 Soil Mechanics I
GEOE 4102W Capstone Design
GEOG 1372 Global Cities
GEOG 3101 US and Canada
GEOG 3388 Geographies of Travel/Tourism
GEOG 3401 Envir Systems
GEOG 4001 Geographic Inquiry
GEOG 4002W Env. Thought and Practice
GEOG 5401 Env Systems and Global Chg
GEOG 5423 Climate Models
GEOG 5565 Human-Environment Systems
GLOS 1672 Global Cities
GLOS 3145 Theories: Global Studies
GLOS 3145H Honors: Global Studies Theories
GLOS 3305 Life for Sale: Global Debates
GLOS 4806 Topic: Developmnt Case Studies
GLOS 4900 Senior Sem in Global Studies
GLOS 5806 Topic: Developmnt Case Studies
GWSS 5290 Topics: Bio/ Hlth/ Environ
HIST 1000W Visions of the Past
HIST 3000W Visions of the Past
HIST 5439 Environment/Society in Africa
HMED 5002 Pub Health Issues Hist Persp
HORT 1061 The Sustainable Lawn
HORT 3005W Environmental Physiology
HORT 4021 Landscape Design and Implem I
HORT 4401 Plant Genetics & Breeding
HORT 5007 Advanced Plant Propagation
HORT 5009 Pest in Hort: Use and Abuse
HORT 5018 Land Operations & Mgmt
HORT 5031 Org Viticulture & Fruit Prod
HORT 5032 Org Veg Prod
HORT 5051 Floriculture Crop Prod
HORT 5052 Specialty GH Crop Prod.
HSCI 3244 History of Ecology
HSCI 5244 History of Ecology
IBUS 5110 Costa Rica Seminar
ID 3564 Environment and Agriculture
ID 3591 Adaptive Ecosystem Management
ID 3592 Policy & Environmental Change
ID 3593 Environmental Field Methods
IE 5553 Simulation
ISE 5302 Critical Infrastr Secur & Prot
ISE 5402 Storm Water Mgmt
JOUR 3121 Intermediate News Reporting
KIN 3001 Lifetime Fitness and Health
KIN 4214 Health Promotion
LA 1101W Intro Dsgn Thinking
LA 3003 Case Studies Sust Plan&Design
LA 3004 Regional Land Planning
LA 3413 Intro LA History
LA 4001 Sust LA Design & Plan Practice
LA 5202 Landscape Analysis Workshop
LA 5413 Intro LA History
LA 5574 ID MN Flora
LA 5721 Proseminar Metro Design
MATS 4511W Corrosion
MATS 4512 Corrosion
ME 3332 Thermal Sciences II
ME 4131W Therm Envir Eng Lab
ME 4331 Thermal Engr Lab
ME 5103 Therm Env Engr
ME 5105 HVAC Sys Des
ME 5344 Thermo of Fluid Flow with App
ME 5446 Intro to Combustion
ME 5461 Int Comb Engines
ME 5462 Gas Turbines
MGMT 3602 Topics: Environment Regulation
MGMT 3603 Topics: Environmental Issues
MGMT 3604 Topics: Environmental Issues
MGMT 5019 Bus, Natural Enviro
MICB 4111 Micb Physl & Dvrsty
MICB 4121 Microbial Ecology & Appl Micro
MICE 5309 Biocat & Biodegrad
MS 5203 Environmental Impacts
PA 5013 Law & Urb Land Use
PA 5311 Program Evaluation
PA 5501 Economic Development
PA 5711 Science and Technology Policy
PA 5721 Energy & Environmental Policy
PA 5722 Env/Res Policy
PA 5790 Science/Tech/Env Pol Topics
PBIO 5416 Plant Morphology
PHIL 3602 Science, Tech, and Society
PLPA 5201 Biology of Plant Diseases
PLPA 5202 Field Plant Pathology
POL 3873V Global Citizen&Internatl Ethic
POL 3873W Internatl Ethics
POL 4473W Chinese Politics
POL 4887 Strategy Intl Pol
PSTL 1511 Intro: Bus. & Soc.
PSY 5205 Applied Soc Psy
PUBH 3104 Env Hlth Effects: Toxicology
REC 2151 Outdr & Camp Leadrs
REC 5311 Prog Outdr Env Ed
RRM 3101 Nat & Heritage Based Tourism
RRM 5101 Nat & Heritage Based Tourism
RRM 5259 Visitor Behavior Analysis
SCAN 1201 Introduction to Scandinavia
SOIL 3416 Plant Nutrients in the Envnmt
SOIL 3521 Soil Judging
SOIL 4505 Soil Geography
SOIL 4511 Field Study of Soils
SOIL 5125 Soil Science for Teachers
SOIL 5232 Vadose Zone Hydrology
SOIL 5311 Soil Chemistry and Mineralogy
SOIL 5515 Soil Genesis & Landscape
SOIL 5555 Wetland Soils
SOIL 5611 Soil Biology & Fertility
SUST 4004 Sustainable Communities
UC 4301 People and Animals
VENZ 3036 Tropical Ecology: English
VENZ 3263 Agro: Sustainable Tropical Ag
VENZ 3407 Tropical Ecology: Spanish
WRS 5101 Water Resources

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

---

A copy of the sustainability course inventory:

AASHE STARS - Curriculum.xlsx
Sustainability Courses by Department

Responsible Party

Renee Barker
Sustainability Student Assistant
Facilities Management

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

Submission Note:

Staff from the Electronic Course Authorization System conducted the search for Sustainability Courses and their departments; there is no specific website listing departments offering Sustainability courses.

The 'total number of departments that offer courses' reflects the total number of departments with active courses in the campus directory.

Of the twelve colleges offering some type of undergraduate major or minor program, eleven offer at least one sustainability related or sustainability focused course in their curriculum. Graduate colleges are not included because this inventory included only undergraduate education at the University.

"---" indicates that no data was submitted for this field

The number of departments that offer at least one sustainability-related or -focused course:
82

The total number of departments that offer courses:
237

A list of departments that offer sustainability courses:
---

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:
---

A copy of the sustainability course inventory:
AASHE STARS - Curriculum.xlsx
Sustainability Learning Outcomes

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

Submission Note:

The Environment Theme requirement only applies to those students obtaining their undergraduate degree from the University of Minnesota, not those seeking their graduate degrees. The total number of graduates above includes both undergraduate and graduate level students, who are a large portion of the graduating population.

"---" indicates that no data was submitted for this field

The number of graduates covered by the sustainability learning outcomes:

7,031

Total number of graduates:

12,102

A list of degree programs that have sustainability learning outcomes:

All undergraduates must complete 3 credits of coursework that meet the "environment theme" liberal education requirement. The environment theme courses have sustainability learning outcomes embedded within them. This environment theme (see ER 5 for more information on the sorting process) is the same way the "Sustainability Focused Courses" designation is obtained.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:

http://onestop.umn.edu/degree_planning/lib_eds/fall_2010_requirements/environment.html

A copy of the sustainability course inventory:
A list or sample of the sustainability learning outcomes associated with the degree programs:

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Undergraduate Program in Sustainability

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

"---" indicates that no data was submitted for this field

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:
Yes

The name of the sustainability-focused, undergraduate degree program (1st program):
Environmental Sciences, Policy, and Management

The website URL for the program (1st program):
http://www.espm.umn.edu/

The name of the sustainability-focused, undergraduate degree program (2nd program):
---

The website URL for the program (2nd program):
---

The name of the sustainability-focused, undergraduate degree program (3rd program):
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The website URL for the program (3rd program):
---

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):
Graduate Program in Sustainability

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

--- indicates that no data was submitted for this field

Does the institution offer a graduate degree program that meets the criteria for this credit?:
Yes

The name of the sustainability-focused, graduate-level degree program (1st program):
M.S. in Architecture - Sustainable Design Track

The website URL for the program (1st program):
http://arch.design.umn.edu/admissions/mssd/

The name of the sustainability-focused, graduate-level degree program (2nd program):
Global Environmental Health - MS, MPH

The website URL for the program (2nd program):
http://www.sph.umn.edu/programs/ehs/tracks/geh.asp

The name of the sustainability-focused, graduate-level degree program (3rd program):
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The website URL for the program (3rd program):
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The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

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Sustainability Immersive Experience

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

• it concentrates on sustainability, including its social, economic, and environmental dimensions or
• it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

"---" indicates that no data was submitted for this field

Does the institution offer a program that meets the criteria for this credit?:
Yes

A brief description of the sustainability-focused immersive experience(s) offered by the institution:

HECUA (Higher Education Consortium for Urban Affairs) offers a 16-credit course called Environmental Sustainability: Science, Public Policy and Community Action. This semester program addresses key processes of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community –based strategies to achieve sustainability. Students participate in internships within the community and also research projects throughout the term.

The University also offers many immersive study abroad programs including Jamaica: Tourism & Development Studies, Costa Rica: Sustainable Development, Mexico: UN Climate Change Conference, Sustainable Food Systems of Italy, and Sustainability in Northern Europe. (See

http://www.umabroad.umn.edu/index.php

and

http://international.cfans.umn.edu/Students/index.htm

)
The website URL where information about the immersive experience is available:
https://hecua.org/es_mn
Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Incentives for Developing Sustainability Courses

**Responsible Party**

Shane Stennes  
Sustainability Coordinator  
University Services

**Criteria**

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit

| Sustainability Research Identification |
| Faculty Engaged in Sustainability Research |
| Departments Engaged in Sustainability Research |
| Sustainability Research Incentives |
| Interdisciplinary Research in Tenure and Promotion |
Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Submission Note:

The definition of sustainability research was developed by the Research Sub-Committee of the Twin Cities Sustainability Committee in Fall 2010. This definition augments and synthesizes other working definitions of sustainability research that are utilized in the colleges and centers across campus.

"---" indicates that no data was submitted for this field

Has the institution developed a definition of sustainability research?:
Yes

A copy of the institution's definition of sustainability research:

Seeking sustainability means seeking solutions that meet the needs of the present without compromising the ability of future generations to meet their own needs. A sustainable perspective recognizes the conflicts and trade-offs of balancing economic growth, social equity and environmental integrity. Sustainability research focuses on the understanding of the earth's natural and human-made systems, threats to those systems, and development of new technologies and decision support tools.

Has the institution identified its sustainability research activities and initiatives?:
Yes
A brief description of the methodology the institution followed to complete the inventory:

Academics conducting research in sustainability have been identified and are listed by area of expertise on the University’s Environment and Sustainability Portal. In addition, the Institute on the Environment and the Initiative for Renewable Energy and the Environment have developed a database of projects they have funded (http://environment.umn.edu/forms/project_search_form.php).

Does the institution make its sustainability research inventory publicly available online?:

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

http://portal.environment.umn.edu/app/search.php
Faculty Engaged in Sustainability Research

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution’s faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

Submission Note:

The count of faculty conducting sustainability research was based on a review of active, sponsored research projects over the 2011 Fiscal Year. It includes faculty (i.e. Assistant, Associate, and Full Professors) PI's and co-PI's that were active on a sponsored research project that met the definition of sustainability research described in ER-15.

The total number of faculty engaged in research came from Office of Institutional Research data. For 2011, OVPR reports that there were 1,280 faculty on the Twin Cities campus engaged in all, sponsored research projects.

"---" indicates that no data was submitted for this field

The number of faculty members engaged in sustainability research:

368

The total number of faculty members engaged in research:

1,280

Names and department affiliations of faculty engaged in sustainability research:

Apland Jeffrey Applied Economics, CFANS (UMNTC)
Arndt PhD Roger EA CSENG St Anth Falls Lab-SAFL
Arnold Bill CSENG Civil Engineering Admin
Arnold Todd W. Fish Wildlife& Cons Bio, Dept
Aukema Brian Henry Entomology, Dept of
Aydil Eray Chemical Engineering and Material Science, CSE (UMNTC)
Baker Lawrence Alan Bioproducts and Biosystems Eng, Dept of
Barney Brett Bioproducts and Biosystems Engineering, CFANS (UMNTC)
Bates Frank Chemical Engineering and Material Science, CSE (UMNTC)
Becker Dennis Forest Resources, CFANS (UMNTC)
Blinn Charles R Forest Resources, Dept of
Bolstad Paul V Forest Resources, Dept of
Bond Daniel Biotechnology Institute, CSE (UMNTC)
Borer Elizabeth CBS Ecology, Evolution, Behavr
Bozic Marin Applied Economics, Dept of
Bradeen James M Plant Pathology, Dept of
Broadbent Jeffrey Praed Sociology
Brooks Kenneth Forest Resources, CFANS (UMNTC)
Buhlmann Phil CSENG Chemistry Administration
Bunzel Mirko Food Sci & Nutr, Dept of
Campbell Stephen Electrical and Computer Engineering, CSE (UMNTC)
Cao Jason Regional Plan & Pol Acad Prog
Carmody John Landscape Architecture, CDES (UMNTC)
Cavender-Bares Jeannine Marie CBS Ecology, Evolution, Behavr
Chase Thomas Mechanical Engineering, CSE (UMNTC)
Chen Senyu Southern ROC, Waseca
Cohen Philip Electrical and Computer Engineering, CSE (UMNTC)
Cohen Jerry Horticultural Science, CFANS (UMNTC)
Cotner James Ecology, Evolution and Behavior, CBS (UMNTC)
Cotner Sehoya H CBS Scholarship Teaching, Lrng
Coulter Jeffrey Alan Agron&Plant Genetics, Dept of
Cramer Christopher J CSENG Chemistry Administration
Cussler Edward L. Chemical Engineering and Material Science, CSE (UMNTC)
Cuthbert Francesca J Fish Wildlife& Cons Bio, Dept
D'Amato Anthony Forest Resources, CFANS (UMNTC)
Daoutidis Prodromos Chemical Engineering and Material Science, CSE (UMNTC)
Davidson Jane Mechanical Engineering, CSE (UMNTC)
Doering Aaron H Curriculum & Instruction Admin
Dong Zigang The Hormel Institute
Douglas Christopher Chemistry, CSE (UMNTC)
Easter K William Applied Economics, Dept of
Edwards Lawrence CSENG Earth Sciences, Dept of
Ehlke Nancy Jo Agron&Plant Genetics, Dept of
Ek Alan Forest Resources, CFANS (UMNTC)
Erwin John E Horticultural Sci, Dept of
Ferrington Jr Leonard Charles Entomology, Dept of
Finlay Jacques C CBS Ecology, Evolution, Behavr
Frisbie Daniel Chemical Engineering and Material Science, CSE (UMNTC)
Fruin Jerry Applied Economics, CFANS (UMNTC)
Fulton David C Fish Wildlife& Cons Bio, Dept
Galatowitsch Susan M Horticultural Sci, Dept of
Gantt Stephen Plant Biology, CBS/CFANS (UMNTC)
Garrick Sean Mechanical Engineering, CSE (UMNTC)
Gralnick Jeffrey Biotechnology Institute, CSE (UMNTC)
Griffis Timothy John Soil, Water & Climate, Dept of
Gupta Satish C Soil, Water & Climate, Dept of
Hammer Jeffrey Aerospace Engineering and Mechanics, CSE (UMNTC)
Harjani Ramesh CSENG ECE Admin
Hegeman Adrian Horticultural Science, CFANS (UMNTC)
Heimpel George Eugene Entomology, Dept of
Heins Bradley J West Central ROC, Morris
Hill Jason Institute on the Environment (UMNTC)
Hillmyer Marc Chemistry, CSE (UMNTC)
Hirschmann Marc M CSENG Earth Sciences, Dept of
Hobbie Sarah E CBS Ecology, Evolution, Behavr
Hokanson Stan C Horticultural Sci, Dept of
Holmes Russell Chemical Engineering and Material Science, CSE (UMNTC)
Hoover Emily E. Horticultural Sci, Dept of
Horgan Brian P Horticultural Sci, Dept of
Hoyle Thomas Chemistry, CSE (UMNTC)
Hutchison PhD William D. Entomology, Dept of
Ismail Baraem Food Sci & Nutr, Dept of
Ito Emi CSENG Earth Sciences, Dept of
Jacobson Larry Dean Bioprod&Biosys Eng, Dept of
Janni Kevin A Bioprod&Biosys Eng, Dept of
Jansa Sharon A Bell Research Collection/Acad
Jordan Nicholas Royal Agron&Plant Genetics, Dept of
Jovanovic Mihailo Electrical and Computer Engineering, CSE (UMNTC)
Kaiser Daniel Soil, Water & Climate, Dept of
Kakalios James CSENG Physics & Astron.Schl of
Kane Rosalie A SPH Health Policy & Mgmt Div
Katagiri Fumiaki Plant Biology, CBS/CFANS (UMNTC)
Kaznessis Yiannis Chemical Engineering and Material Science, CSE (UMNTC)
Kilgore Mike Forest Resources, CFANS (UMNTC)
Kim Chris H. CSENG ECE Admin
Kinkel Linda Lee Plant Pathology, Dept of
Kittelson David Mechanical Engineering, CSE (UMNTC)
Knight Joe Forest Resources, Dept of
Kortshagen Uwe Richard CSENG Mech Engineering Admin
Kozak Kenneth H. Bell Research Collection/Acad
Kuehn Thomas Mechanical Engineering, CSE (UMNTC)
Lamb John A Soil, Water & Climate, Dept of
LaPara Timothy M CSENG Civil Engineering Admin
Lazarus William Franklin Applied Economics, Dept of
Leger James Electrical and Computer Engineering, CSE (UMNTC)
Leighton Christopher Chemical Engineering and Material Science, CSE (UMNTC)
Li Perry Y Mechanical Engineering, CSE (UMNTC)
Libourel Igor Plant Biology, CBS/CFANS (UMNTC)
Lipinski Wojciech Mechanical Engineering, CSE (UMNTC)
Lu Connie Chemistry, CSE (UMNTC)
Macosko Chris Chemical Engineering and Material Science, CSE (UMNTC)
Magner Joe Forest Resources, CFANS (UMNTC)
Mann Kent Chemistry, CSE (UMNTC)
Manson Steven M. Geography Department
Mantell Susan Mechanical Engineering, CSE (UMNTC)
Marcus Alfred A.
Marshall Julian Civil Engineering, CSE (UMNTC)
Massari Aaron Chemistry, CSE (UMNTC)
McNeill Kristopher CSENG Chemistry Administration
Meyer Mary Hockenberry Horticultural Sci, Dept of
Millet Dylan Baird Soil, Water & Climate, Dept of
Mohan Ned Electrical and Computer Engineering, CSE (UMNTC)
Moncrief John F Soil, Water & Climate, Dept of
Montgomery Rebecca Anne Forest Resources, Dept of
Morey Vance Bioproducts and Biosystems Engineering, CFANS (UMNTC)
Muehlbauer Gary John Agron&Plant Genetics, Dept of
Mulla D J Soil, Water & Climate, Dept of
Muller-Landau Helene CBS Ecology, Evolution, Behavr
Nater Ed Soil, Water & Climate, Dept of
Nelson Kristen Forest Resources, Dept of
Neumark-Sztainer Dianne Ruth SPH EpiCH Division
Newman Raymond M Fish Wildlife& Cons Bio, Dept
Nieber John Little Bioprod&Biosys Eng, Dept of
Noll PhD Sally Lee Animal Science, Dept of
Norris David J CSENG Chem Eng & Mat Sci Admin
Novak Paige J CSENG Civil Engineering Admin
Oberhauser Karen S Fish Wildlife& Cons Bio, Dept
Oh Sang-Hyun Electrical and Computer Engineering, CSE (UMNTC)
Orf James Agronomy and Plant Genetics, CFANS (UMNTC)
Oxenham Andrew John Psychology
Peterson Devin Grant Food Sci & Nutr, Dept of
Polasky Steve Applied Economics, CFANS (UMNTC)
Ragsdale David W Entomology, Dept of
Ramachandran Gurumurthy SPH EnHS Division
Ramaswamy Shri Bioproducts and Biosystems Engineering, CFANS (UMNTC)
Raynor Peter Cameron SPH EnHS Division
Reich Peter Bernard Forest Resources, Dept of
Robbins William Electrical and Computer Engineering, CSE (UMNTC)
Rosen Carl Jay Soil, Water & Climate, Dept of
Ruan Roger Bioproducts and Biosystems Engineering, CFANS (UMNTC)
Ruan PhD R. Roger Bioprod&Biosys Eng, Dept of
Ruden P.P. Electrical and Computer Engineering, CSE (UMNTC)
Saar Martin Geology and Geophysics, CSE (UMNTC)
Sadowsky Michael Soil, Water and Climate, CFANS (UMNTC)
Samac Deborah A Plant Pathology, Dept of
Sands Gary R. Bioprod&Biosys Eng, Dept of
Sarkanen Simo Bioproducts and Biosystems Engineering, CFANS (UMNTC)
Schilling Jonathan S. Bioproducts and Biosystems Engineering, CFANS (UMNTC)
Schmidt Lanny Chemical Engineering and Material Science, CSE (UMNTC)
Schmidt-Dannert Claudia Biochemistry/Molecular Biology/Biophysics, CBS (UMNTC)
Schmitt Imke CBS Plant Biology Department
Seabloom Eric CBS Ecology, Evolution, Behavr
Seeley Mark W Soil, Water & Climate, Dept of
Semmens Michael John CSENG Civil Engineering Admin
Severtson Steve Bioproducts and Biosystems Engineering, CFANS (UMN)
Seyfried William E. Geology and Geophysics, CSE (UMN)
Sheaffer Craig Agronomy and Plant Genetics, CFANS (UMN)
Simcik Matt SPH EnHS Division
Simon Terry W. Mechanical Engineering, CSE (UMN)
Smith Tim Bioproducts and Biosystems Engineering, CFANS (UMN)
Smith Kevin Paul Agronomy & Plant Genetics, Dept of
Smyrl William Chemical Engineering and Material Science, CSE (UMN)
Snyder Peter Soil, Water and Climate, CFANS (UMN)
Sorensen Peter William Fish Wildlife & Cons Bio, Dept
Sotiropoulos Fotis Saint Anthony Falls Laboratory, CSE (UMN)
Spivak Marla Entomology, Dept of
Spokas Kurt Soil, Water and Climate, CFANS (UMN)
Springer Nathan Plant Biology, CBS/CFANS (UMN)
Srienc Friedrich Biotechnology Institute, CSE (UMN)
Stefan Heinz G CSENG Civil Engineering Admin
Steffenson PhD Brian Joel Plant Pathology, Dept of
Stein Andreas Chemistry, CSE (UMN)
Stelson Kim Mechanical Engineering, CSE (UMN)
Strack PhD Otto D CSENG Civil Engineering Admin
Strock Jeffrey Southwest Research and Outreach Center, CFANS (UMN)
Taff Steve Applied Economics, CFANS (UMN)
Talghader Joseph Electrical and Computer Engineering, CSE (UMN)
Thill Christian A Horticultural Sci, Dept of
Thorleifson Harvey Minnesota Geological Survey, CSE (UMN)
Tiffany Doug Applied Economics, CFANS (UMN)
Tilman David Ecology, Evolution and Behavior, CBS (UMN)
Tolman William Chemistry, CSE (UMN)
Toner Brandy Marie Soil, Water & Climate, Dept of
Toscano Jr William A SPH EnHS Division
Tsapatsis Michael Chemical Engineering and Material Science, CSE (UMN)
Tschirner Ulrike Bioproducts and Biosystems Engineering, CFANS (UMN)
Twine Tracy Soil, Water and Climate, CFANS (UMN)
Valentas Kenneth Biotechnology Institute, CSE (UMN)
VandenBosch Kathryn Plant Biology, CBS/CFANS (UMN)
Venterea Rod Soil, Water & Climate, Dept of
Von Keitz Marc Biotechnology Institute, CSE (UMN)
Vondracek Bruce Fish Wildlife & Cons Bio, Dept
Wackett Larry Biotechnology Institute, CSE (UMN)
Wang Ping Bioproducts and Biosystems Engineering, CFANS (UMN)
Watkins Eric Horticultural Sci, Dept of
Wilcke Bill HR Benefits Spec Circumstances
Wilson Elizabeth
Wilson Bruce Nord Bioprod & Biosys Eng, Dept of
Wollenberg Bruce Electrical and Computer Engineering, CSE (UMN)
Wyse Donald L. Agronomy and Plant Genetics, CFANS (UMN)
Yoo Kyungsoo Soil, Water & Climate, Dept of
Yue Chengyan Horticultural Sci, Dept of
Zamora Diomy
Zhu Jun Southern Research and Outreach Center, CFANS (UMNTC)
Zhu Xiaoyang CSENG Chemistry Administration

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:
http://portal.environment.umn.edu/app/search.php

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:
STARS Research Faculty - Just Names.xlsx

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

---

The website URL where information about sustainability research is available:
---
Departments Engaged in Sustainability Research

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

"---" indicates that no data was submitted for this field

The total number of academic departments that conduct research:
239

The number of academic departments in which at least one faculty member engages in sustainability research:
43

A list of academic departments in which at least one faculty member engages in sustainability research:

Aerospace Engineering and Mechanics
Agronomy and Plant Genetics
Applied Economics
Biochemistry, Molecular Biology, and Biophysics
Bioproducts and Biosystems Engineering
Biotechnology
Chemical Engineering and Materials Science
Computer Science and Engineering
Curriculum and Instruction
Chemistry
Civil Engineering
Design, Housing, and Apparel
Earth Sciences
Ecology, Evolution, and Behavior
Electrical and Computer Engineering
Entomology
Environmental Health and Safety
Fish and Wildlife Conservation
Food Science
Forest Resources
Geology and Geophysics
Horticulture
Landscape Architecture
Mechanical Engineering
Plant Biology
Electrical and Computer Engineering
Entomology
Environmental Health Sciences
Epidemiology and Community Health
Fisheries, Wildlife, and Conservation Biology
Forest Resources
Horticultural Science
Humphrey School for Public Affairs
Law School
Microbiology
Operations and Management Science
Organizational Leadership, Policy, and Development
Plant Biology
Plant Pathology
Psychology
Architecture
Physics and Astronomy
Soil, Water, and Climate

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
AASHE STARS Sust. Researchers.docx
Sustainability Research Incentives

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

"---" indicates that no data was submitted for this field

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:
Yes

A brief description of the institution’s program(s) to encourage student research in sustainability:
The University's Undergraduate Research Opportunities Program (UROP) provides stipends of $1400 for up to 120 hours of research and covers research expenses up to $300. This program has a high-funding rate, and covers about 80% of student research costs. UROP actively encourages and supports projects related to sustainability.

The website URL where information about the student research program is available:
http://www.urop.umn.edu/

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
Yes

A brief description of the institution’s program(s) to encourage faculty research in sustainability:
The Institute on the Environment provides a number of incentives to encourage faculty research on sustainability topics. Examples include:

Institute on the Environment Resident Fellowships. This program provides flexible funds for scholars to engage in innovative research and problem solving and pursue leadership training. Resident fellowships are open to faculty on all University of Minnesota campuses.

Discovery Grants. With this program, the Institute on the Environment aims to launch cutting-edge research activities with a one-time investment of venture capital funding. We look for projects that will make a major difference in research and discovery.

IonE Mini Grants. These are intended to help spur new collaborative efforts by providing small amounts of funding and space (for meetings, small conferences, new courses, reading groups, etc.) to interdisciplinary groups of faculty, staff and students from across the University system. The grants are meant to encourage collaboration across disciplines, units or campuses at the University of Minnesota.

The website URL where information about the faculty research program is available:

http://www.environment.umn.edu/research/funding.html
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

"---" indicates that no data was submitted for this field

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

A brief description or a copy of the institution’s policy regarding interdisciplinary research:

The University of Minnesota's policy on faculty tenure specifically acknowledges interdisciplinary work and states that it may be a relevant consideration by departments in decisions on conferral of tenure. As an example, the Department of Civil Engineering states in their tenure and promotion criteria "The CE department encourages interdisciplinary work, and will consider both disciplinary and interdisciplinary work similarly in the P&T process."

The website URL where information about the treatment of interdisciplinary research is available:

http://www1.umn.edu/regents/policies/humanresources/FacultyTenure.pdf
Operations

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building’s impact on the outdoor environment.

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</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:

Building space for FY2011.

"---" indicates that no data was submitted for this field

Total building space that meets "Eligible Buildings Criteria":

22,553,090 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

22,553,090 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified :

0 Square Feet
Building space that is LEED for Existing Buildings: O&M Gold certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:

http://www1.umn.edu/regents/policies/administrative/Sustain_Energy_Efficiency.pdf

An electronic copy of the guidelines or policies:

Regent's Policy on Sustain_Energy_Efficiency.pdf

The date(s) the policies or guidelines were adopted:

2004

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

All buildings on campus are operated and maintained taking into consideration impacts on the surrounding site, energy consumption, usage of environmentally preferable materials, indoor environmental quality, and water consumption, in accordance with the Regent's Policy on Sustainability and Energy Efficiency. The Policy states in Subd. 3 and 4 that, "The University shall undertake a continuous improvement process that seeks to meet the operational performance targets, goals, and objectives designed to achieve sustainability... [And that] The University shall undertake a process to increase energy efficiency, reduce dependence on non-renewable energy, and encourage the development of energy alternatives through research and innovation." It also requires that specific sustainability objectives and targets are set regarding "(a) physical planning and development, including buildings and infrastructure; (b) operations; (c) transportation; (d) purchasing; and (e) waste management and abatement."

In addition, all major renovations at the University with state bonding money must follow the rigorous Minnesota B3 benchmarking standards.

http://www.msbg.umn.edu/

These projects then must be entered into the state's benchmarking system, which tracks and ensures compliance with metrics regarding performance management, site and water, energy and atmosphere, indoor environmental quality, and materials and waste.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:

---
The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

---
Building Design and Construction

Responsible Party
Valerie Skinner
Sustainability Student Assistant
Facilities Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:

In addition to applying B3 to projects, the University has actively pursued adaptive reuse of facilities. Adaptive reuse is the practice of reusing a previously existing building, space or material for a new purpose. Adaptive reuse is a sustainable alternative to new construction projects, as it significantly cuts down on the materials needed for the project, and helps to divert demolition and construction waste from landfills. Since 2000 the campus has applied adaptive reuse strategies to 5 buildings totaling 492,000 square feet.

"---" indicates that no data was submitted for this field

New building space that meets "Eligible Buildings Criteria":
1,145,022 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
477,957 Square Feet

New building space that is LEED Certified:
0 Square Feet
New building space that is LEED Silver certified:
545,351 Square Feet

New building space that is LEED Gold certified:
121,714 Square Feet

New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://www.msbg.umn.edu/

An electronic copy of the guidelines or policies:
B3-MSBG_V2-1.pdf

The date(s) the policies or guidelines were adopted:
2004 for New Construction, January 2009 for Major Renovations

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:
Compliance with MN State B3 guidelines are required by legislative mandate. Minnesota's Sustainable Building Guidelines require certain procedures followed regarding performance management, site and water, energy and atmosphere, indoor environmental quality, and materials and waste. The guidelines include state and climactic specific requirements for builders and building operators. Buildings must meet performance outcomes annually, with the aim of achieving carbon neutral buildings by 2030.

B3 is also incorporated in to the University's design and construction standards, which are incorporated in to all design, engineering and contractor contracts.

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:
Science Teaching & Student Services (STSS) Building
TCF Bank Stadium

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
Donhowe Building
Education Sciences Building
Akermal Hall renovation
Center for Magnetic Resonance Research Renovation & Addition
Folwell Hall Renovation
Hanson Hall
Mayo Garage-NMR Relocation
Medical Biosciences Building
Indoor Air Quality

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

Assignable Square Footage was utilized as the equivalent of occupied building space, as required by the credit.

"---" indicates that no data was submitted for this field

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:
12,939,000 Square Feet

Total occupied building space:
12,939,000 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:
The University of Minnesota Twin Cities has a comprehensive Indoor Air Quality program, managed by the Dept of Environmental Health & Safety (DEHS) in partnership with Facilities Management (FM). The program has a major focus on preventing and responding to water infiltration from rain and other sources into buildings. There are protocols for water events involving DEHS evaluations and FM standard operating procedures. DEHS does not regularly audit the spaces but DEHS staff respond to concerns raised by staff and maintain standards for air quality. DEHS has lead a work group that wrote guidelines for managing water events in buildings. The program receives and responds to a variety of complaints from building occupants and tracks trends. There are smoke free polices enforced and selective areas designated fragrance-free. DEHS has in house capabilities to identify and assess fungal and mold contamination and FM has trained mold-abatement staff.

The website URL where information about the institution's indoor air quality initiatives is available:
http://www.dehs.umn.edu/iaq.htm
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit

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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Submission Note:

Inventory linked to above is for fiscal year 2010 (i.e. July 1, 2009 through June 30, 2010). Fiscal year 2011 and 2012 inventories in process and expected to be available before the end of calendar year 2012.

"---" indicates that no data was submitted for this field

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/1863/

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No
Does the inventory include embodied emissions from other purchased products?:
Yes

Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

Submission Note:

The data is in fiscal years, with a performance year of 2011. Scope 1 data includes on-campus stationary sources, direct transportation, and refrigerants. It does not include agriculture sources for the baseline year of 2005, as the data set was incomplete for 2005. Scope 2 includes all purchased sources.

The University participated in the Chicago Climate Exchange and has kept records of its emissions reductions since the program's inception in 2003. Within its Scope 1 on-campus emissions sources, the U reduced emissions approximately 30% from its 2002 baseline to 2005. The majority of this reduction is a product of a more efficient steam and chiller plant installed on the St. Paul campus that utilized natural gas rather than coal.

"---" indicates that no data was submitted for this field

Scope 1 and 2 gross GHG emissions, 2005:
558,185.90 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
Non-residential/commuter full-time students, faculty, and staff members, 2005: 47,371

Non-residential/commuter part-time students, faculty, and staff members, 2005: 15,124

Scope 1 and 2 gross GHG emissions, performance year:
471,443 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
0 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
July 1, 2010 - June 30, 2011

On-campus residents, performance year:
6,583

Non-residential/commuter full-time students, faculty, and staff members, performance year:
50,489

Non-residential/commuter part-time students, faculty, and staff members, performance year:
11,491

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
July 1, 2010 - June 30, 2011
Air Travel Emissions

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

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<td>Reusable To-Go Containers</td>
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</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised andHandled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

"---" indicates that no data was submitted for this field

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

19

A brief description of the sustainable food and beverage purchasing program:

Dining Services purchases local and organic foods from on campus and off campus locations. Fair Trade coffee and tea, Rainforest Alliance coffee, and organic coffee is served throughout restaurants and coffee shops around campus. They also are a charter member of the Minnesota Heartland Food Network. This network works to increase the availability and variety of local and organic foods through diverse distribution systems.

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

http://www.dining.umn.edu/Sustainability/FoodProcurement.aspx
Trayless Dining

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:
UDS is trayless in all residential dining locations. Trayless dining conserves water and energy used to wash trays and reduces the amount of chemical rinse aids used. Additionally, trayless dining promotes healthier eating by reducing over-consumption and food waste.

List the year the program was started:
Aug. 1, 2009

The overall percentage of meals served on campus that are trayless:
18

The percentage of meal plan meals served on campus that are trayless:
100

The percentage of retail facility meals served on campus that are trayless:
0

The percentage of conference meals served on campus that are trayless:
0

The website URL where information about the program is available:
Vegan Dining

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

--- indicates that no data was submitted for this field

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:

Residential restaurant menus offer at least 1 hot vegetarian meal per day part. Residential restaurants, located in Bailey, Centennial, Comstock, Middlebrook, Pioneer and Sanford Halls, offer a daily hot vegan entree, beans and tofu protein sources on the salad bar and garden burgers on the grill. Select vegan and vegetarian options also available in retail food courts, coffee shops and convenience stores.

The website URL where information about the program, policy, or practice is available:
http://www.dining.umn.edu/LinkClick.aspx?fileticket=pgaPEUf0IOk%3d&tabid=216&mid=941
Trans-Fats

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

Dining Services does not cook with trans-fat oils and works to avoid menus which include trans-fats when possible. All UDS locations recycle fryer oil on campus as well, with 30,000 pounds collected annually.

The website URL where information about the program, policy, or practice is available:

http://www.dining.umn.edu/
Guidelines for Franchisees

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Pre-Consumer Food Waste Composting

Responsible Party

Shane Stennes  
Sustainability Coordinator  
University Services

"---" indicates that no data was submitted for this field

Does the institution have a pre-consumer food waste composting program?:
Yes

A brief description of the pre-consumer food waste composting program:
University Dining Services collects pre-consumer and post-consumer compost in 14 dining locations on campus since September 2008.

The overall percentage of meals for which pre-consumer scraps are composted:
52

The percentage of meal plan meals for which pre-consumer scraps are composted:
100

The percentage of retail facility meals for which pre-consumer scraps are composted:
41

The percentage of conference meals for which pre-consumer scraps are composted:
100

The website URL where information about the composting program is available:
PostConsumer Food Waste Composting

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have a postconsumer food waste composting program?:
Yes

A brief description of the postconsumer food waste composting program:

University Dining Services collects post-consumer compost in 14 dining locations on campus since September 2008. 38% of packaging is converted to biodegradable.

The percentage of overall meals for which postconsumer composting is available:
52

The percentage of meal plan meals for which postconsumer composting is available:
100

The percentage of retail facilities for which postconsumer composting is available:
41

The percentage of conference meals for which postconsumer composting is available:
100

The website URL where information about the composting program is available:
Food Donation

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

University Dining Services donates nutritious meals to Urban Ventures’ Peoples Exchange Program which feeds over 400 people in the South Minneapolis area each week.

The website URL where information about the food donation program is available:

http://www.dining.umn.edu/Sustainability/CommunityRelationships.aspx
Recycled Content Napkins

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:
All napkins are post-consumer recycled content. XpressSnap napkin dispensers are utilized to reduce the number of napkins being used overall as well.

The website URL where information about the purchasing is available:
Reusable Container Discounts

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:

14 campus coffee cafes offer a reusable to-go mug program, offering a $0.10 discount for customers who bring in a reusable mug in lieu of a paper cup.

Amount of the discount offered for using reusable mugs:
0.10

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

Three campus restaurants offer a reusable to-go container program allowing customers to purchase a reusable to-go container for which they use/exchange at future meal purchases.

The website URL where information about the reusable mug discount program is available:
http://www.dining.umn.edu/
Reusable To-Go Containers

Responsible Party

Renee Barker
Sustainability Student Assistant
Facilities Management

"---" indicates that no data was submitted for this field

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:
Yes

A brief description of the reusable to-go container program:

A reusable to-go container program was implemented in September 2009 in four campus restaurants.

The website URL where information about the reusable to-go container program is available:

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

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<td>Energy Management System</td>
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<tr>
<td>Energy Metering</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

The performance year is fiscal year 2010-2011.

The University began its building recommissioning program in 2009 through the It All Adds Up program. With this program, the University will recommission approximately 10-20 buildings on campus per year, achieving a 5-15% energy reduction per building. Buildings will then be recommissioned every five years to ensure proper functioning. Recommissioning typically includes adjusting fan schedules, installing room occupancy sensors, upgrading HVAC equipment, and other retrofits. During fiscal year 2011, the University was able to reduce its energy consumption by 5%, saving $2 million annually. Over two years of the program, the University has reduced utility costs more than $4.6 million and released 50,000 fewer tons of CO2 into the atmosphere annually. The U has committed to another 5% reduction during FY2012.

The campus also hosts two Energy Star certified buildings. The Donhowe Building, a 91,094 square foot office building, received a rating of 88 and the Education Sciences Building, a 67,839 square foot office building, received a rating of 93. Both buildings are also examples of adaptive reuse. The buildings were certified in the spring of 2011.

"---" indicates that no data was submitted for this field

Total building energy consumption, 2005:
3,643,697 MMBtu

**Building space, 2005:**
20,418,745 Gross Square Feet

**Total building energy consumption, performance year:**
3,167,382 MMBtu

**Building space, performance year:**
21,449,414 Gross Square Feet

**List the start and end dates of the energy consumption performance year:**
7/1/2010-6/30/2011
Clean and Renewable Energy

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by **OP Credit 5: Greenhouse Gas Emissions Reductions** and **OP Credit 7: Building Energy Consumption**.

Transportation fuels, which are covered by **OP Credit 14: Campus Fleet**, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

\[
1 \text{kWh} = 0.003412 \text{MMBtu}
\]

\[
1 \text{MWh} = 3.412 \text{MMBtu}
\]

\[
1 \text{therm} = 0.1 \text{MMBtu}
\]
Submission Note:

The performance year is FY 2011.

"---" indicates that no data was submitted for this field

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:

63,915 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:

0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:

0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:

0 MMBtu

Total energy consumed during the performance year:

3,167,382 MMBtu

A brief description of on-site renewable electricity generating devices:

Boilers at the Southeast Steam Plant on the Minneapolis campus can utilize oat hulls and wood to produce steam. In FY2011, the plant created 63,915 MMBtu's by co-firing oat hulls with coal.

A brief description of on-site renewable non-electric energy devices:

---
A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
---

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:
---

A brief description of cogeneration technologies deployed:
---

The website URL where information about the institution's renewable energy sources is available:
---
**Timers for Temperature Control**

**Responsible Party**

Shane Stennes  
Sustainability Coordinator  
University Services

"---" indicates that no data was submitted for this field

**Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:**

Yes

**A brief description of the technology used:**

Building Control System is programmed with schedules for HVAC operation. The technologies used include Johnson Controls, Siemens, Trane, and Automated Logic. All schedules are online and use the Johnson Controls interface. Each fan has its own daily schedule, and can be changed to reflect building and occupancy needs.

**The percentage of building space (square footage) with timers for temperature control:**

---

**The website URL where information about the practice is available:**

Lighting Sensors

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

A brief description of the technology used:
Occupancy Sensors are installed in hundreds of conference rooms, classrooms, offices and other spaces. The University uses the DT-200 Series Dual Technology Ceiling/Wall Sensors from Watt Stopper controls. This technology senses infrared energy and can cover 2000 square feet of walking motion and 1000 square feet of desktop motion. The delay is adjustable and is determined by the specific type of room.

The percentage of building space with lighting sensors:
---

The website URL where information about the institution's use of the technology is available:
LED Lighting

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.
Yes

A brief description of the technology used:

LED lighting is installed in multiple locations across the U of M campus including the Humphrey Center, Moos Tower, Carlson School of Management and the Regis Art Buildings. Xcel Energy Rebate have been used for recent installations in the Carlson School of Management, in which Array Lighting’s Narrow Flood Lamps were used.

The percentage of building space with LED lighting:
---

The percentage of parking deck space with LED lighting:
---

The percentage of outdoor space that uses LED lighting:
---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):
---

The website URL where information about the institution's use of the technology is available:
---
Vending Machine Sensors

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---” indicates that no data was submitted for this field

Has the institution installed vending machine motion sensors for at least one vending machine?:
Yes

A brief description of the technology used:

All University Vending Machines are equipped with energy efficiency features. The University uses Royal vending machines on campus, which are equipped with Econo-cool Technology that saves up to 50% on energy consumption. These venders meet or exceed the current Energy Star, Tier 2 requirements by utilizing new lighting, new evaporator fan/motor, new cooling systems, software features, and quieter operation technology. During non operation hours the machine will go into a standby mode and reduce the holding temp, reducing the refrigeration cycles. The University also uses Dixie-Narco vending machines with T-8 lighting, Vendo-Sanden venders with Energy Star Rated Technology, and Taher machines with LED lighting.

The percentage of vending machines with sensors:
---

The website URL where information about the institution's use of the technology is available:
---
Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:

Yes

A brief description of the management system:

The University has one of the most advanced Energy Management Systems (EMS) in the nation. The system consists of 60% Johnson Controls Metasys Extended Architect, 25% Siemens, as well as Phoniz, ALC, Trane, and Honeywell. The EMS is designed to maintain building temperatures, pressures, humidity, and automated smoke mode control for life safety. These controlled environments are especially important for the research facilities that the University runs. If buildings are not running correctly, the operator knows immediately and can make the necessary corrections to the system. The University plans a total shutdown of all buildings during winter break to reduce energy usage and has been working to coordinate this with EMS operators.

The percentage of building space monitored with a centralized energy management system:

---

A description of what systems are shut down during unoccupied periods:

---

The website URL where information about the institution's use of the technology is available:

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

All buildings are metered. Several buildings have remote metering capability and meter data can be viewed online. This data is used for billing and troubleshooting in Energy Management.

The percentage of building space with energy metering:

---

The website URL where information about the metering system is available:

http://meters.energy.umn.edu/enweb/district/district.html
## Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

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<td>Native Plants</td>
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<tr>
<td>Wildlife Habitat</td>
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<td>Tree Campus USA</td>
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<tr>
<td>Snow and Ice Removal</td>
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<tr>
<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

"---" indicates that no data was submitted for this field

The size of the campus grounds:
1,100 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:
900 Acres

A brief description of the IPM plan(s):

IPM plans include:
- Monitor plant material for symptoms on a regular basis, as well as check documented problem areas.
- Identify problem causing symptoms; establish life cycle and treatment options.
- Set economic threshold; if threshold is reached a management tactic is selected; monitor; evaluated.
- Document the location, pest, treatment, results, and file for future use.

The website URL where information about the IPM plan(s) is available:

---
Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
The University utilizes native plants where and when possible. Native plants were inventoried in 2008 and resulted in a count of 67,387 herbaceous plants and 12,339 woody plants.

The website URL where information about the program, policy, or practice is available:
---
Wildlife Habitat

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

There is not a formal wildlife habitat program or policy; instead, a general practice is followed at the University. Description is as follows:
- Provide shelter/housing: Blue bird houses and goose nesting structures have been installed
- Bat houses have been installed
- Install plant material that provides food source.
- Leave areas to provide cover.
- Avoid areas where nesting takes place (such as a fox den in the compost pile).

The website URL where information about the program, policy, or practice is available:
---
Tree Campus USA

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Snow and Ice Removal

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:
The snow and ice removal program is designed around mechanical removal with applications of chlorides in the right amount, at the right time, and at the right temperature. Steps include: annually calibrating equipment and training/reviewing with staff proper use of de-icing chemicals; monitoring weather conditions; pre-treating primary pedestrian walkways, roads, parking ramps and loading docks with liquid de-icers; pre-wetting road salt; minimizing use of sand to appropriate conditions.

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:
All organic waste from grounds is composted and reused as bed mulch in annuals and perennials or to make soil mix used to landscape new areas. Woody plant material is collected, ground, and used to mulch shrubs and trees.

The percentage of landscape waste that is mulched or composted onsite:
---

The percentage of landscape waste that is mulched or composted off-site:
---

The website URL where information about the program, policy, or practice is available:
---
This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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<td>Vendor Code of Conduct</td>
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<tr>
<td>Historically Underutilized Businesses</td>
<td></td>
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<tr>
<td>Local Businesses</td>
<td></td>
</tr>
</tbody>
</table>
Computer Purchasing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cleaning Products Purchasing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

"---” indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Our Request for Proposals (RFP) for custodial cleaning products states: "Preference will be given to products that meet or exceed the following Green Standards: EcoLogo, DfE, GS-37, or equivalent."
Out of the 6 products we required in the RFP, the award winner provided 4 products, 66%, that were green. The 2 products that are not green were: 1) Quaternary Disinfectant and 2) Toilet Bowl Cleaner.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:

No

Expenditures on Green Seal and/or EcoLogo certified cleaning products:
Total expenditures on cleaning products:

A copy of the sections of the cleaning contract(s) that reference certified green products:
Office Paper Purchasing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

Submission Note:

Expenditure data was not available at the time of this report, but the quantities of paper purchased were as follows:
100% recycled paper = 27,206 reams/136,030 lbs
30% recycled paper = 84,669 reams/423,345 lbs
virgin paper = 115,816 reams/579,080 lbs

These represent paper purchases made through University Stores and do not include purchases made through off-campus vendors.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:

Yes

The URL where the recycled paper policy, directive, or guidelines are posted:

http://purchasing.umn.edu/policy/sustain.html

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

The institution recommends and encourages the purchase of recycled content paper of the highest possible content. Purchasing Services policy states that department should "purchase copy paper, legal pads, letterhead stationary, envelops, and other paper products made from recycled paper."
Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?: No

Expenditures on 10-29 percent recycled-content office paper :

---

Expenditures on 30-49 percent recycled-content office paper :

---

Expenditures on 50-69 percent recycled-content office paper :

---

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):

---

Expenditures on 90-100 percent recycled-content office paper :

---

Total expenditures on office paper :

---
Vendor Code of Conduct

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Historically Underutilized Businesses

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

Yes

A brief description of how the institution meets the criteria:

The University of Minnesota's Regent's Policy regarding Targeted Business, Urban Community Economic Development, and Small Business Programs states:

"Subd. 1. Targeted Businesses. The Board of Regents (Board) supports the use of the purchasing power of the University of Minnesota (University) to enhance equal employment and business opportunities for minorities, women, and disabled persons. Consistent with the Board’s long-standing policies and achievements in advancing diversity, equal employment opportunity, and affirmative action, the University is committed to promote actively the utilization of businesses owned and operated by minorities, women, and disabled persons (targeted businesses) and to prevent discriminatory practices against such businesses."

The website URL where information about the program, policy, or practice is available:

Local Businesses

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.:

Yes

A brief description of the program:

The University of Minnesota's Regent's Policy regarding Targeted Business, Urban Community Economic Development, and Small Business Programs states: "Subd. 2. Public Service Mission. Consistent with the University’s outreach and public service mission, it is appropriate that the University foster economic growth in the urban communities of which it is a part. Reduction of poverty and unemployment in the urban community is of vital interest to the University. The University shall take advantage of opportunities presented by its construction projects and its contracts for goods and services to promote the training and employment of urban community residents in skilled trades and professions."

The website URL where information about the program, policy, or practice is available:

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit

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<td>Bicycle Sharing</td>
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<td>Facilities for Bicyclists</td>
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<td>Bicycle and Pedestrian Plan</td>
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<tr>
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<td>Condensed Work Week</td>
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<tr>
<td>Telecommuting</td>
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<tr>
<td>Carpool/Vanpool Matching</td>
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<tr>
<td>Cash-out of Parking</td>
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<tr>
<td>Carpool Discount</td>
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<tr>
<td>Local Housing</td>
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<tr>
<td>Prohibiting Idling</td>
</tr>
<tr>
<td>Car Sharing</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Submission Note:

As new campus fleet vehicles are purchased, the most efficient vehicle is chosen to replace the older vehicle. This is in accordance with the Regent's Policy on Sustainability and Energy Efficiency as well as the Systemwide Sustainability Goals, Outcomes, Measures, and Process Report.

"---" indicates that no data was submitted for this field

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
57

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Plug-in hybrid vehicles in the institution’s fleet :
0
100 percent electric vehicles in the institution’s fleet:
5

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0

Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
42

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
168

Total number of vehicles in the institution’s fleet, including all of the above:
523
## Student Commute Modal Split

### Responsible Party

**Shane Stennes**  
Sustainability Coordinator  
University Services

---

### Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

"---" indicates that no data was submitted for this field

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage (0-100) of institution’s students who use more sustainable commuting options:</td>
<td>56</td>
</tr>
<tr>
<td>The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:</td>
<td>44</td>
</tr>
<tr>
<td>The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:</td>
<td>19</td>
</tr>
<tr>
<td>The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:</td>
<td>7</td>
</tr>
<tr>
<td>The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:</td>
<td>29</td>
</tr>
<tr>
<td>The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:</td>
<td>1</td>
</tr>
</tbody>
</table>

The website URL where information about alternative transportation is available:  
http://www.umn.edu/pts
Employee Commute Modal Split

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

"---" indicates that no data was submitted for this field

The percentage (0-100) of institution's employees that use more sustainable commuting options:

41

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:

59

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:

10

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:

9

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:

21

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:

1

The website URL where information about alternative transportation is available:

http://www.umn.edu/pts
Bicycle Sharing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):
The University is a participant in the Nice Ride program. Nice Ride is an affordable bike sharing system, allowing subscribers to use bikes for up to 30 minutes with no additional charge, paying a small fee for more time. Riders can also exchange bikes every 30 minutes at one of the many kiosk locations around downtown, uptown, or the University area to continue their ride. Students are given a discount, with a season pass (April-November) costing $50. There are 12 stations on campus with a total of 240 bikes and over 130 stations total with more than 1,200 bikes. The Department has funded three location off but near campus. The Nice Ride bike share helps encourage alternative transportation, reduce the release of greenhouse gases and reliance on fossil fuel, and increase the physical activity of residents.

The website URL where information about the program, policy, or practice is available:
https://www.niceridemn.org/
Facilities for Bicyclists

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

A brief description of the facilities:

There are a number of secure facilities along with lockers and showers. University Parking and Transportation Services has nearly 200 bike lockers available for rent.

The University also opened its new Bike Center located on the East Bank campus during Decemver of 2011. The center offers many amenities to bikers including:
- Electronic bike trip-planning kiosk
- Secure bicycle parking
- Showers/changing facilities
- Repair service
- Bike retail outlet
- RFID (radio frequency identification) tagging and tracking capabilities
- Public meeting space
- Collection point for abandoned bicycles
- Educational opportunities, such as smart cycling courses and bike maintenance classes.

The department is planning on launching a second location on the St. Paul campus during the upcoming year.

The website URL where information about the program, policy, or practice is available:
http://www1.umn.edu/pts/bikers/index.html
Bicycle and Pedestrian Plan

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
The University has had a bike plan since 1997. In 2011 the Department named a alternative transportation manager.

The website URL where information about the plan is available:
http://www1.umn.edu/pts/bikers/index.html
Mass Transit Programs

Responsible Party

Shane Stennes  
Sustainability Coordinator  
University Services

---" indicates that no data was submitted for this field

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:
Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The University has a free campus shuttle that travels between campus and the more remote parking lots, plus five campus circulator routes. The routes provide transportation between the East Bank, West Bank, and St. Paul campuses, delivering 3.5 million rides annually.

The University also has a partnership with the city's bus service, Metro Transit, to provide discounted bus and light rail passes to University student, faculty, and staff. Students are able to obtain a U-Pass for $97 per semester. The U-Pass allows students unlimited rides on all regular bus and light rail lines. Staff and faculty can obtain a MetroPass, which gives them unlimited monthly access for $76 a month. The U-Pass and MetroPass result in over 6.0 million rides annually, helping University students, staff, and faculty travel around the Twin Cities.

The website URL where information about the program is available:

http://www.umn.edu/pts
Condensed Work Week

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

The University offers employees the option of flexible work arrangements, subject to supervisory approval. Employees and their supervisors work together to negotiate the terms of their work arrangement, developing a plan that will allow the employee to be successful within their position. A self test is available to help the employee decide how their work will be impacted by an alternative work schedule before talking with their supervisor. Arrangements include flextime, a compressed work week, job sharing, telecommuting, and reduced or part time. Two union contracts also include flexible work arrangements.

The website URL where information about the program is available:

http://www1.umn.edu/ohr/wellness/timeaway/flexwork/index.html
Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:
The University offers employees the option of flexible work arrangements, subject to supervisory approval. Employees and their supervisors work together to negotiate the terms of their work arrangement, developing a plan that will allow the employee to be successful within their position. A self test is available to help the employee decide how their work will be impacted by an alternative work schedule before talking with their supervisor. Arrangements include flextime, a compressed work week, job sharing, telecommuting, and reduced or part time. Two union contracts also include flexible work arrangements.

The website URL where information about the program is available:
http://www1.umn.edu/ohr/wellness/timeaway/flexwork/index.html
Carpool/Vanpool Matching

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:
The University partners with Zimride in its carpool matching program. The Parking and Transportation Department promotes the program and has a staff member that works with Zimride.

The website URL where information about the program is available:
http://www.umn.edu/pts
Cash-out of Parking

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Carpool Discount

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution offer reduced parking fees for car and van poolers?:
Yes

A brief description of the program:
The University has three carpool lots - one each for the campuses in Minneapolis and St. Paul. Any vehicle with a carpool permit or two or more occupants gets a 37.5% reduction in the daily rate if they arrive before 9 a.m.

The website URL where information about the program is available:
http://www.umn.edu/pts
Local Housing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs:

The University offers many option for faculty and staff housing including:

-Pillsbury Court: Pillsbury Court is the transitional housing facility designed for a faculty or staff member and their family to live in during their transition to the Twin Cities Area. This is ideal for those faculty/staff members who wish to take their time when looking for a home or other permanent residence. Pillsbury Court is a wonderful family townhouse complex within walking distance to the Minneapolis East Bank campus. Housing & Residential Life is pleased to offer this safe family-oriented housing facility to transitional faculty and staff who are new to the University of Minnesota.

-Off-campus housing website for rental housing: New faculty and staff interested in renting in the Twin Cities area can use the Off Campus Housing Listing Service to search for apartments, houses and other rentals around the Minneapolis and St. Paul campus areas. Many resources for new renters are available through the Off Campus Housing website as well.

-University Grove: University Grove consists of 103 single-family homes owned by University faculty and staff, situated on land owned by the University. Generally, University Grove home ownership is open to all University faculty and administrative staff eligible for the faculty retirement plan or a federal retirement plan; current civil service and union-represented University staff whose employment is at least 75% time, excluding probationary and temporary employees; and retired employees eligible for continued coverage under the retiree provisions of the University’s health and dental benefits program.

-1666 Coffman Condominium: 1666 is an active University community for independent living, designed specifically for people who have worked at the University for some time during their careers. It is a 93-unit condominium association with a seven-member Board of Directors. The Palladian-style building with well-planned apartments is on 6.5 acres of land leased from the University of Minnesota. It is surrounded by protected natural areas: woods, private garden plots, wildflower gardens, Grove Park, the University Golf Course and Driving Range, and the U of M agricultural fields.

-In addition, the University is a part of The Alliance: A University District Partnership. It includes the Marcy Holmes, Southeast Como, Prospect Park, and Cedar-Riverside neighborhoods. The Alliance offers the Live Near Your Work program (http://www.livenearyourwork.net/), which strives to preserve, maintain, and increase homeownership within the University District. The Initiative encourages people who work in the District to live closer to their employers and reduce their transportation costs and time. The Live Near Your Work website
lists properties both for rent and for sale. Homebuyers can obtain incentives when buying in the District, including home inspection grants and participation in a Neighborhood Revitalization Program Revolving Loan Fund. (See also:

https://www.myu.umn.edu/metadot/index.pl?id=6414454&isa=Category&op=show

)

The website URL where information about the incentives or programs is available:

http://www.housing.umn.edu/other/index.html
Prohibiting Idling

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:
The University encourages the use of lower impact transportation alternatives that increase fuel efficiency, provide more sustainable fuel options and help reduce the miles traveled on campus, to campus and as part of the University of Minnesota enterprise. The University also strives to reduce emissions to the environment.

University Services Anti-idling Policy:
Unnecessary idling of University Services’ department vehicles is not permitted and may only be idled under certain circumstances. Idling is allowable only if there is a business justification (e.g., running a liftgate). A general rule is that if the vehicle will be stopped for longer than a wait at a stop light the vehicle should be shut off. Under normal weather conditions no vehicle shall idle for more than two minutes.
For non-diesel fueled vehicles if the temperature is below positive twenty degrees Fahrenheit a warm up of three minutes will be allowed if the vehicle has been shut off for more than four hours. All vehicle manufacturers agree that vehicles do not need a warm up period before starting a trip.
For diesel fueled vehicles an appropriate warm up period is allowed. However, once the engine in properly warmed up it can be shut off for stops.

In addition, the city of Minneapolis established an anti-idling ordinance in 2008. Diesel engined commercial motor vehicles may not idle longer than five minutes in a sixty minute time period and no longer than thirty of sixty minutes when loading or unloading, except under certain exceptions, including weather, safety, or repair needs. All non-commercial vehicles may idle no longer than three minutes in a sixty minute time period, again with certain exceptions. A fine up to $200 dollars may be charged per violation. For more on the ordinance, see

http://www.ci.minneapolis.mn.us/airquality/ant iodling_home.asp

The website URL where information about the policy is available:
http://www.uservices.umn.edu/
Car Sharing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---” indicates that no data was submitted for this field

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:
The University partners with Zipcar. The program started in 2006 with six vehicles and currently has 10. The University provides Zipcar
with free parking and partners with Zipcar on marketing programs. The University hopes to continue expanding the program to students,
staff and departments. Zipcar is promoted to all incoming freshman as another reason not to bring a car to campus.

The website URL where information about the program, policy, or practice is available:
http://www.umn.edu/pts
Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Reduction</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
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<tr>
<td>Electronic Waste Recycling Program</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
<tr>
<td>Materials Exchange</td>
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<tr>
<td>Limiting Printing</td>
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<tr>
<td>Materials Online</td>
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<tr>
<td>Chemical Reuse Inventory</td>
</tr>
<tr>
<td>Move-In Waste Reduction</td>
</tr>
<tr>
<td>Move-Out Waste Reduction</td>
</tr>
</tbody>
</table>
Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

The performance year is 2011.

The University's Recycling Program began in 1984. The program expanded to its current quad system in 1991, which utilizes color-coded bins to collect different types of recyclables. This system significantly improved collection rates across the campus. In 1998, the Newspaper Plus option was added, and in 2007, a composting program began. The composting program is currently in dining halls and will be expanded to more areas of campus during Fall 2011. The Recycling Program has been nationally recognized and is a pioneer in institutional recycling.

"---" indicates that no data was submitted for this field

Weight of materials recycled, 2005 baseline year:
2,262.30 Tons

Weight of materials composted, 2005 baseline year:
0 Tons

Weight of materials disposed as garbage, 2005 baseline year:
6,102.10 Tons

Weight of materials recycled, performance year:
2,503 Tons

Weight of materials composted, performance year:
1,416 Tons

Weight of materials disposed as garbage, performance year:
5,409 Tons

List the start and end dates of the waste reduction performance year:
July 1, 2010 - June 30, 2011

On-campus residents, 2005:
6,452

Non-residential/commuter full-time students, faculty, and staff members, 2005:
47,371

Non-residential/commuter part-time students, faculty, and staff members, 2005:
15,124

On-campus residents, performance year:
6,583

Non-residential/commuter full-time students, faculty, and staff members, performance year:
50,489

Non-residential/commuter part-time students, faculty, and staff members, performance year:
11,491

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
July 1, 2010 - June 30, 2011

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
---

The website URL where information about the institution’s waste reduction initiatives is available:
http://www.facm.umn.edu/about/central-services/recycling/about.uofm.recycling/statistics/index.htm
### Waste Diversion

#### Responsible Party

**Valerie Skinner**  
Sustainability Student Assistant  
Facilities Management

---

### Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.*

---

### Submission Note:

To get materials recycled, we added the amount of aluminum and tin cans, cardboard and newspaper, yard waste and organics, glass, office paper, LDPE, HDPE, PET and polypropylene plastics.

To get incinerated waste, we added the number of tons that went to the MSW Compactor with the MSW packer.

"---" indicates that no data was submitted for this field

---

**Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:**

3,913 Tons

---

**Materials disposed in a solid waste landfill or incinerator:**

5,409 Tons

---

**A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:**

The ReUse Program was started in 1993 to divert reusable items from the landfill or incinerator. The program stores items and redistributes furniture and equipment around the University or resells it for public use.

The University of Minnesota Reuse Program collects unwanted, reusable items from Housing and Residential Life (dorm) clean-outs. These items are donated to a non-profit in St. Paul called Families Helping Each Other, who in turn gives the items at no charge to a family in need. The items collected include clothing, food, toiletries, and household goods. Additionally picked up but not processed by ReUse are paper products.

More recently, the U of M has begun working with gooddonor.org.
to set up collection boxes at the residence halls during move in and move out dates. The collection boxes will then go to various charities in the area.

The U of M ReUse Program has partnered with Minnesota Technical Assistance Program to develop a virtual warehouse which links donors and users of reclaimed or otherwise reusable goods to one another without the use of ReUse staff serving as the middle man. Currently, MnTAP operates the Material Exchange, a software program which facilitates exchanges statewide. The plan includes updating and automating the statewide exchange software and creating software specific to University departments for use by faculty and staff.
Construction and Demolition Waste Diversion

Responsible Party

Valerie Skinner
Sustainability Student Assistant
Facilities Management

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

To get Materials recycled, composted, reused, donated, re-sold, or otherwise diverted, we added the numbers from OP-17 performance year, lines 4 and 5 and then added: scrap metal, concrete, appliances, tires, pallets, electronics, lead-acid batteries, yard waste, and brush.

To get the Materials disposed in a solid waste landfill or incinerator, we added combustible debris, non-combustible debris, street sweepings, foundry sand, treated lumber, asbestos, infectious waste, and lead paint.

"---" indicates that no data was submitted for this field

Amount of construction and demolition materials recycled, donated, or otherwise recovered:

3,764.37 Tons

Amount of construction and demolition materials landfilled or incinerated:

1,486.21 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

MN State B3 guidelines require demolition and construction waste diversion. Additionally, the University requires waste diversion through their design and construction standards.
Electronic Waste Recycling Program

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1
Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2
Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

"---" indicates that no data was submitted for this field

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:
The Office of Information Technology (OIT) manages most electronics recycling and resale through a contract with Asset Recovery Corp. All electronic waste is sent to Asset Recovery Corporation under contracts that have detailed requirements for management, recycling, proper disposal and documentation to ensure that the materials are managed in accordance with established health, safety and environmental controls. The contract has specific language restricting markets to North America, requiring contractors to ensure against releases of hazardous constituents, and requiring contractors to perform due diligence assessments of all transporters and recyclers.

A brief description of the electronic waste recycling program for institution-generated materials:
The University of Minnesota Twin Cities has in place two routes for recycling electronic wastes. The Office of Information Technology maintains a contract with Asset Recovery Corp (a certified electronics recycler), wherein IT professionals who manage departmental computers will directly contact and arrange for collection for recycling unwanted electronics. The University's Recycling Program collects both unwanted computers and scientific equipment that it stores at its Redistribution Center or its Recycling Facility and arranges for collection by Asset Recovery on a periodic basis. In total, UMTC recycles over 650,000 lbs of electronics for recycling each year.

A brief description of the electronic waste recycling program for student-generated materials:

The major focus of the program is for institutional-based electronics. Student waste is collected by FM Recycling and is accepted during residential hall move-outs. In addition, all students living in off-campus housing in the city of Minneapolis can leave the electronics near their trash or recycling containers for special collection.

The website URL where information about the e-waste recycling program is available:

http://www.dehs.umn.edu/hazwaste_chemwaste_umn_cwmsgbk_sec5.htm#ee
Hazardous Waste Management

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

"---" indicates that no data was submitted for this field

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Waste reduction strategies include: Product Substitution, Process Modification, Segregation and Characterization, Reclamation, Neutralization, Deactivation Training and Awareness (see

http://www.dehs.umn.edu/hazwaste_chemwaste_umn_cwmgbk_sec7.htm

). Specific items include micro-scale teaching laboratories, biodegradables in place of flammable scintillation fluids, green cleaning chemicals, solvent recycling in two histology labs, formalin recycling in one anatomy lab, silver recovery from photo fixer, and the installation of longer lasting T5 fluorescent lamps in many buildings. See also chemical recycling program below.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Thousands of laboratory personnel and hundreds of Facilities Management personnel are trained in proper storage and collection procedures for hazardous chemical waste. The guidebook (see

http://www.dehs.umn.edu/hazwaste_chemwaste_umn_cwmgbk.htm

) lays out the procedures for storing and collecting the waste. All chemical waste is reviewed, evaluated, manifested and transported to the Thompson Center, a fully permitted Part B Storage Facility on the east end of the Minneapolis Campus. It manages over 500,000 lbs of hazardous and universal waste each year. The chemicals then are reused, reclaimed, and mostly repackaged for off-site shipment to fully audited facilities, which in turn reuse the waste as fuel, incinerate the higher hazard wastes, or treat the waste to reduce the hazards, with a
small amount of treated residues sent to landfills.

For Universal Wastes, over 150,000 lamps per year are sent for recycling; all batteries are collected and sorted so that rechargeables are recycled and the hazardous batteries properly disposed.

The website URL where information about hazardous materials management is available:
http://www.dehs.umn.edu/hazwaste.htm
Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:
Yes

A brief description of the program:
The University of Minnesota ReUse Program started in 1993. This program collects, categorizes, and re-distributes surplus University property in reusable condition. All goods are available at no charge to University departments and sold to the public at approximately 30% of retail prices.
In 2010, ReUse partnered with MnTAP to create a virtual warehouse database where users are linked with donors, allowing exchange of goods with the logistical support from ReUse staff.

The website URL where information about the program is available:
http://www.umn.edu/reuse
Limiting Printing

Responsible Party

Shane Stennes  
Sustainability Coordinator  
University Services

"---" indicates that no data was submitted for this field

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:

Printing in all University Libraries costs $0.12 per black and white page and $1.00 per color page for all students.

Printing in computer labs managed by the University's Office of Information Technology costs $0.10 per black and white page and $0.50 for color. (http://www.oit.umn.edu/computer-labs/printing/laser-printing/index.htm)

The website URL where information about the program, policy, or practice is available:
http://www.lib.umn.edu/category/faq-tags/printing
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:
Yes

A brief description of the practice:
Since 2003, the University has switched from printing class schedules and course guides to making them easily accessible via the University's website. This has saved the University over $100,000 per year in printing costs and has reduced the amount of waste created by these documents.

The website URL where information about the practice is available:
http://asr.umn.edu/archiveASRWeb/rac/2003/rac03_03.html
Chemical Reuse Inventory

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:
The "Free Chemicals" Chemical Redistribution Program has been active since 1982. Currently it uses a web based listing of available chemicals and a mail-in order form. DEHS delivers directly to the lab. At the time of submitting requests for chemical waste collection, labs can check that containers are recyclable. Often the most valuable caches of reusable chemicals are found when researchers leave the University. Staff will then review the materials and have set aside unopened containers of high value or commonly used chemicals for storage at the Thompson Center. Chemicals are listed on the website and can be ordered by other labs for delivery.

The website URL where information about the practice is available:
http://www.dehs.umn.edu/hazwaste_chemwaste_freechem.htm
**Move-In Waste Reduction**

### Responsible Party

**Shane Stennes**  
Sustainability Coordinator  
University Services

"---" indicates that no data was submitted for this field

**Does the institution have a program to reduce residence hall move-in waste?:**

Yes

**A brief description of the program:**

The University of Minnesota Recycling center collects unwanted recyclable materials such as paper packaging and cardboard boxes that are leftover from move-in.

More recently, the U of M has begun working with [gooddonor.org](http://www.housing.umn.edu/sustainability/) to set up collection boxes at the residence halls during move in and move out dates. The collection boxes will then go to various charities in the area.

**The website URL where information about the program is available:**

[http://www.housing.umn.edu/sustainability/](http://www.housing.umn.edu/sustainability/)
Move-Out Waste Reduction

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have a program to reduce residence hall move-out waste?:

Yes

A brief description of the program:

The University of Minnesota Reuse Program collects unwanted, reusable items from Housing and Residential Life (dorm) clean-outs. These items are donated to a non-profit in St. Paul called Families Helping Each Other, who in turn gives the items at no charge to a family in need. The items collected are: clothing, food, toiletries, and household goods. Additionally picked up but not processed by ReUse are paper products.

More recently, the U of M has begun working with gooddonor.org to set up collection boxes at the residence halls during move in and move out dates. The collection boxes will then go to various charities in the area.

The website URL where information about the program is available:

http://www.housing.umn.edu/sustainability/
Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit

- Water Consumption
- Stormwater Management
- Waterless Urinals
- Building Water Metering
- Non-Potable Water Usage
- Xeriscaping
- Weather-Informed Irrigation
Water Consumption

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria
Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

Submission Note:
The performance year is fiscal year 2011.

"---" indicates that no data was submitted for this field

Water consumption, 2005 baseline year:
631,677,522 Gallons

Water consumption, performance year:
561,618,596 Gallons

List the start and end dates of the water consumption performance year:
July 1, 2010 - June 30, 2011

On-campus residents, 2005:
6,452

Non-residential/commuter full-time students, faculty, and staff members, 2005:
47,371

Non-residential/commuter part-time students, faculty, and staff members, 2005:
15,124

On-campus residents, performance year:
6,583

Non-residential/commuter full-time students, faculty, and staff members, performance year:
Non-residential/commuter part-time students, faculty, and staff members, performance year:
11,491

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
July 1, 2010 - June 30, 2011

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:
---

The website URL where information about the institution’s water conservation initiatives is available:
---
Stormwater Management

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

"---" indicates that no data was submitted for this field

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:

The University of Minnesota Twin Cities (UMTC) combines its regulatory, academic and operational expertise to foster and implement best management practices. UMTC is a small Municipal Separate Storm Sewer System ("MS4") and, as such, holds a National Pollution Discharge Elimination System (NPDES) permit, requiring Storm Water Pollution Prevention Program meeting these minimal control measures:
1. Public education and outreach
2. Public participation
3. Illicit discharge detection and elimination
4. Construction site stormwater runoff control
5. Post-construction stormwater management in new development and redevelopment
6. Pollution prevention/good housekeeping

The University's Stormwater U program is the primary extension program in Minnesota for training in stormwater management (see http://www.extension.umn.edu/Stormwater/stormwaterU.html).

The University of Minnesota storm water management program is based on the “Administrative Policy on Environmental Management” and the “Administrative Procedure on Storm Water Compliance.” (http://policy.umn.edu/Policies/Operations/Safety/ENVIRONMENT_PROC04.html).

The University's Stormwater Management policy is implemented through the advisory, Stormwater Linkage Committee, made up of faculty and operational staff with stormwater expertise. The University is committed to minimizing the negative impacts on the natural hydrologic cycle, and thereby improving the overall water quality and clarity as much as possible by: treating storm water close to where it falls, reducing downstream impacts, recharging groundwater through infiltration as local soils and subsurface conditions allow, and reusing storm water wherever possible. The policy and its enforcement address illicit discharges, construction site management, aggressive post-construction management standards, and ongoing campus operations improvements. Initiatives include (1) diverting stormwater from 25% of the St Paul campus to an infiltration basin, adding then expanding a treatment forebay and infiltration area upstream of a wetland, with resulting 80% reduction in pollutants leaving campus to the Mississippi River; (2) designing and building the new stadium/medical research sector of campus with bioswales, retention ponds, permeable pavers, and infiltration/water reuse technology reducing pollutants by over 70%.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:
http://www.dehs.umn.edu/envircomp_swm.htm

Does the institution have a living or vegetated roof?:
Yes

A brief description of the institution's living or vegetated roof:

The campus has numerous, limited green roofs over underground buildings and parking ramps on: the Humphrey Institute, Coffman Union, East River Road Garage, Yudof Hall, Lily Plaza, Williamson Hall, Civil Engineering, Nolte Garage, Diehl/Wangensteen, St Paul Student Center (theater & out front), Borlaug Hall, Comstock Hall, Comstock Hall, Mondale Hall, Andersen Library, Church St Garage, Coffey Hall, and Classroom Office Building Plaza.
Does the institution have porous paving?:
Yes

A brief description of the institution's porous paving:
There are permeable pavement on part of the new stadium site and permeable pavers in the parking lot for Como Student Housing.

Does the institution have retention ponds?:
Yes

A brief description of the institution's retention ponds:
There is a rate control pond in support of the new stadium stormwater system, additional retention ponds for the large Parking Lot 33 north of the hockey arena, an infiltration pond in the Sheep Pasture, and a treatment forebay for the Sarita Wetland.

Does the institution have stone swales?:
Yes

A brief description of the institution's stone swales:
All our vegetative swales uses rip-rap to slow the runoff flow to prevent erosion and to facilitate infiltration, treatment, and evapotranspiration. Rip-rap is also used to stabilize the banks of the Mississippi River from stormwater runoff.

Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:
There are extensive rain gardens along Gortner Avenue in St Paul and a series of bioswales throughout the stadium/biomedical district in Minneapolis. There are bioswales and rain gardens to manage runoff from three other parking lots.

Does the institution employ any other technologies or strategies for stormwater management?:
Yes

A brief description of other technologies or strategies for stormwater management employed:
As part of the stadium district stormwater system, we installed (1) two hydrodynamic separators (grit chambers) for water quality; and (2) proprietary Rehbein EPIC system to store and reuse water for irrigation. We also installed a hydrodynamic separator as part of the preparation for the light rail line through campus.
**Waterless Urinals**

**Responsible Party**

Shane Stennes  
Sustainability Coordinator  
University Services

"---" indicates that no data was submitted for this field

**Does the institution use at least one waterless urinal?**
Yes

**A brief description of the technology employed:**

Eleven waterless urinals are installed on campus in Ferguson and Blegen Halls. The units are Falcon Waterfree Urinals, which require cartridge replacements every three to four months. The waterless urinals were installed as part of a pilot program to determine the total water and cost savings for the campus. Another waterless urinal was installed in the basement of the old YMCA building at 1425 University Ave.

**The website URL where information about the technology is available:**

http://www.falconwaterfree.com/home/flash_v4.html
Building Water Metering

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:

Water meters are installed on each campus building. The meters are maintained and operated by the cities of Minneapolis, St.Paul, and Falcon Heights, who share this data with the University for billing purposes.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
The Landcare Building (new) has a 10,000 gallon stormwater cistern which collects rainwater for irrigation use.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
---

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

The website URL where information about the program, policy, or practice is available:
---
Xeriscaping

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:
If the site evaluation indicates the need for drought tolerant plants, they are selected.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:

The University has two weather stations that feed data to the computerized central controller. The controller runs all of the irrigation systems. The data is used to calculate evapotranspiration (ET) rates, then the controller sets run times based on the previous day's weather conditions. (This is done on 98% of our systems, our goal is 100%).

The stations also have rain sensors that are set to shut down systems (rain delay) after we receive .25" of rain (this happens on 100% of our systems).

The website URL where information about the practice is available:
---
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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Sustainability Coordination

**Responsible Party**

Shane Stennes  
Sustainability Coordinator  
University Services

**Criteria**

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

"---" indicates that no data was submitted for this field

**Does the institution have a sustainability committee?:**

Yes

**The charter or mission statement of the committee or a brief description of the committee's purview and activities:**

The Twin Cities Sustainability Committee is charged with planning, implementing, and reporting campus wide sustainability efforts in teaching, outreach, research, and operations. Some roles of the committee include: leading completion of STARS, leading the development of a Climate Action Plan, and developing a living laboratory process.

**Members of the committee, including affiliations:**

Mike Berthelsen, Associate Vice President and Committee Co-Chair, Facilities Management;  
Emily Hoover, Professor, Head, and Committee Co-Chair, Department of Horticultural Science;  
Todd Arnold, Associate Professor, Department of Fisheries, Wildlife, & Conservation Biology;  
Nick Deffley, Program Manager, Contracting Documental, Sustainability, and Targeted Business Group, Capital Planning & Project Management;  
Jim Green, Assistant Directory, Energy Management, Facilities Management;  
Raymond Hozalski, Professor and Director of Graduate Studies, Civil Engineering;  
Cindy McComas, Director, Minnesota Technical Assistance Program;  
Heather Mentgen Dickson, Marketing Manager, University Dining Services;  
Beth Mercer Taylor, Education Sustainability Coordinator, Institute on the Environment;  
Ned Mohan, Professor, Electrical & Computer Engineering;  
Lance Neckar, Professor, Department of Landscape Architecture;  
Christy Newell, Undergraduate, Environmental Science and Policy Management;  
Andrew Phelan, Assistant Director, Department of Environmental Health & Safety;
The website URL where information about the sustainability committee is available:
http://www.sustaintc.umn.edu/

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The Sustainability Office is housed in the office of University Services. It employs two full time staff and two undergraduate students. The office provides support for the sustainability committees at the University, works to communicate sustainability efforts to the public through events and communications, and coordinates sustainability programs and initiatives across campus. In addition, a Sustainability Education Coordinator is employed through the Institute on the Environment.

The number of people employed in the sustainability office:
4

The website URL where information about the sustainability office is available:
http://www.uservices.umn.edu/about_office.html

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Amy Short

Sustainability coordinator's position title:
Director of Sustainability
A brief description of the sustainability coordinator’s position:

The Director of Sustainability works with committees and campus sustainability coordinators to develop a cohesive and organized approach to long and short-term sustainability and environmental stewardship initiatives across the university system.

The Twin Cities Campus Coordinator organizes, supports, and advances existing and emerging sustainability programs and initiatives on the Twin Cities campus of the University of Minnesota, with a specific focus on operations and service activities.

The website URL where information about the sustainability coordinator is available:

http://www.userservices.umn.edu/about_office.html
Strategic Plan

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

"---" indicates that no data was submitted for this field

Year the strategic plan or equivalent was completed or adopted:

2,007

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

The University strategic plan, Transforming the U, Exceptional Innovative Initiative advances the University’s strong environmental leadership in research. The Institute on the Environment (IonE) was formed in 2006 as a result of the university’s strategic positioning process. It fosters leadership development, partnerships and multidisciplinary research to discover new solutions to the world’s most pressing environmental and sustainability problems.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

The Initiative on Renewable Energy and the Environment integrates many aspects into their research including social and spiritual perspectives. The IREE "is focused on maintaining a healthy, productive environment that will continue to support life in the face of an
increasing world population, energy shortages, shrinking freshwater supplies, destruction of natural habitats, and declining genetic diversity. IREE integrates all we know—from scientific, economic, social, and spiritual perspectives—to understand and resolve these issues.”

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:**

The Initiative on Renewable Energy and the Environment works to understand and resolve environmental issues taking into account economic aspects as well.

The strategic plan also highlights the increased use of E85 and B20 by Fleet Services, drawing attention to the economic benefits for Minnesota's agricultural community.

The strategic plan calls out the University's participation in the Chicago Climate Exchange (CCX). This voluntary, legally binding multi-sector market for reducing and trading greenhouse gas emissions places the University in a growing group of organizations committed to the development of a rules-based North American greenhouse gas emission-reduction program.

**The website URL where information about the strategic plan is available:**

http://www1.umn.edu/systemwide/strategic_positioning/pdf/SPReport_FINAL.pdf
Physical Campus Plan

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

Guiding Principle Ten of the Campus Master Plan states: Develop a campus that is environmentally and operationally sustainable. Specific references are made to prioritizing pedestrian movement and preserving and enhancing natural features as well as other sustainability oriented concepts.

The year the physical campus plan was developed or adopted:
2,009

The website URL where the physical campus plan is available:
Sustainability Plan

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

"---" indicates that no data was submitted for this field

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The plan was created by the University's Sustainability Goals and Outcomes Committee. The committee members included professors, graduate and undergraduate students, dining services staff, facilities management staff, and public health experts. The committee also held forums to collect input from stakeholders. Stakeholder groups included housing and residential life, University services, student groups, the Office of Student affairs, the Institute on the Environment, and the entire campus community.

A brief description of the plan's measurable goals:

The University Services Sustainability Steering Committee has begun tracking key operational initiatives in the areas of Energy, Transportation, Dining Services, Purchasing, Building Standards, Waste, etc. that support the university's goals. Committee structure was established to support campus efforts to meet commitments to AASHE STARS and the ACUPCC. These programs will assist the university in measuring the sustainability related goals as defined by the Sustainability Goals and Outcomes Committee.

A brief description of how progress in meeting the plan’s goals is measured:

Committee structure was established to support campus efforts to meet commitments to AASHE STARS and the ACUPCC. These programs will assist the university in measuring the sustainability related goals as defined by the Sustainability Goals and Outcomes Committee. In addition, updates are generated yearly by the committee and Director of Sustainability to report on the key metrics and goals of the plan. Each campus's sustainability report is then synthesized and presented to the Board of Regents.
The website URL where more information about the sustainability plan is available:

The year the plan was developed or last updated:
2,009
Climate Action Plan

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Submission Note:

Unless otherwise noted, the information above is for the Climate Action Plan v.1.0 which was in effect during the time period for this STARS report (i.e. July 2010 - Jun 2011). Since then, the University has adopted Climate Action Plan v.1.1 which identifies more specific strategies and establishes more aggressive goals for the next 10 years. v1.1 is available at http://rs.acupcc.org/cap/988/

"---" indicates that no data was submitted for this field

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?: Yes

A brief summary of the climate plan’s long-term goals:

The Twin Cities Sustainability Committee finished the "University of Minnesota- Twin Cities Climate Action Plan v. 1.0" in December 2010. The plan laid out benchmarks for achieving climate neutrality by 2050. The interim marks with a baseline of 2008 included:

- 10% by 2015
- 20% by 2020
- 35% by 2025
- 50% by 2030
- 80% by 2040
- 100% by 2050

The committee reviewed strategies and refined the long and short-term goals in v.1.1 of the plan which was published in December 2011. Those goals include an ~50% reduction in GHG emissions by 2021 relative to a 2008 baseline.
A brief summary of the climate plan’s short-term goals:

The committee reviewed strategies and refined the long and short-term goals in v.1.1 of the plan which was published in December 2011. Those goals include an ~50% reduction in GHG emissions by 2021 relative to a 2008 baseline.

Additionally, the CAP will continue to be revised every two years to determine the University’s progress and to reflect new technologies and advancements.

Year the climate plan was formally adopted or approved:
2,010

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
---

The reduction level (percentage) institution has committed to:
---

The baseline year the institution used in its GHG emissions commitment:
---

The baseline emissions level institution used in its GHG emissions commitment:
---

The target year the institution specified in its GHG emissions commitment:
---

The website URL where information about the climate plan is available:
http://rs.acupcc.org/cap/812/
Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities
Diversity and Equity Coordination

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

"---” indicates that no data was submitted for this field

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Equity, Access, and Diversity Committee is charged with: advising the president and administrative offices on the impact of the University policies, programs and services on equal opportunity, affirmative action and diversity from a system perspective; promoting compliance among the University community with equal opportunity, affirmative action and diversity laws and policies relating to students and staff; reviewing policies, programs and services related to equal opportunity for and the diversity of students and employees and recommend any changes; and bringing concerns and recommendations to the Senate as necessary.

Members of the committee, including job titles and affiliations :

Irene Duranczyk, Postsecondary Teaching and Learning;
Richard Graff, Writing Studies;
Katie Ballering, Center for Infectious Disease;
Gregory Sawyer, Student Services;
Susan Cable-Morrison, Human Resources;
Dorothy Schlesselman, International & Graduate Programs;
Kimberly Boyd, Equal Opportunity/Affirm Action;
Kris Lockhart, Equity & Diversity;
Charmaine Stewart, Women's Faculty Cabinet;
Neil O. Anderson, Horticultural Science;
Michael Goh, Organizational Leadership, Policy & Development;
Raul Marrero-Fente, Spanish & Portuguese;
Michelle Page, Education;
Janet Thomas, Medicine;
Dominique Tobbell, History of Medicine;
Lauren Beach, Student Representative;
Dabitna Chung, Student Representative;  
Anne Gair, Student Representative;  
Echo Maki, Student Representative;  
Christopher O'Brien, Student Representative;  
Mandi Stebbins, Student Representative

The website URL where information about the diversity and equity committee is available:
http://www1.umn.edu/usenate/committees/ead.html

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:
The Office for Equity and Diversity (OED) infuses the core values of equity and diversity into all aspects of teaching, learning, research, service and outreach throughout the University of Minnesota system. The OED includes eight units: Office for Business, Community and Economic Development; Disability Services; Equal Opportunity and Affirmative Action; the Gay, Lesbian, Bisexual, Transgender, and Ally Programs Office; the Institute for Diversity, Equity and Advocacy; the Multicultural Center for Academic Excellence; the Office for Diversity in Graduate Education; and the Women's Center. With this network, the University has built a strong, interwoven structure that reflects the University’s view of equity and diversity as critical elements and core values of a leading research institution.

The number of people employed in the diversity office:
112

The website URL where information about the diversity and equity office is available:
https://diversity.umn.edu/

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Kristin N. Lockhart

Diversity coordinator’s position title:
Associate Vice President for Equity and Diversity

A brief description of the diversity coordinator's position:
The Vice President for Equity and Diversity is the chief diversity officer of the University of Minnesota system, and provides academic and administrative leadership for the equity and diversity vision, resources, and programs across the entire system. The Vice President promotes and implements the equity and diversity strategic direction set for the University and reaffirms and fosters a University community and campus climate that values and actively supports equity and diversity. The Vice President works in close collaboration with senior academic and administrative leadership and diverse communities both within the University and with external partners and communities to shape, promote, and implement the strategic direction set for the University.
The website URL where information about the diversity and equity coordinator is available:

https://diversity.umn.edu/directory
Measuring Campus Diversity Culture

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:
Yes

A brief description of the assessment(s):

The institution assesses attitudes towards diversity through questions in the Pulse Survey, which is given to university staff and faculty.

Year the assessment was last administered:
2,012

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

The information from the Pulse survey is provided to Deans, Vice Presidents, and the Regents on campus.

The website URL where information about the assessment(s) is available:
http://www1.umn.edu/ohr/er/pulse/
Support Programs for Underrepresented Groups

Responsibility Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria
Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

"---" indicates that no data was submitted for this field

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:
The Multicultural Center for Academic Excellence is a campus-wide resource that promotes an inclusive atmosphere to foster and enrich multicultural understanding among all members of the University of Minnesota community. MCAE's commitment to creating such a climate is driven by a student-first culture in which students are the highest priority. MCAE seeks to provide services and programs that create powerful, caring human connections. The MCAE staff provides culturally-sensitive advice, and coordinates programs for individuals and groups on academic, financial, personal, and career concerns. Success for MCAE is defined by the ongoing development of a culture of achievement that values equity, excellence, and human diversity while promoting social justice.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:
The Institute for Diversity, Equity, and Advocacy (IDEA) is a research and community-building initiative that convenes scholars from the University of Minnesota and around the world to collaborate in innovative and groundbreaking ways across disciplines, departments, colleges, and campuses. IDEA works to transform the university by enhancing the visibility and productivity of an interdisciplinary group of faculty and community scholars. This group's expertise in equity, diversity, and underrepresented populations leads to innovative scholarship that addresses urgent social issues. IDEA is also designed to enhance retention and faculty diversity by fostering stronger ties among and with faculty and the local community. IDEA offers opportunities for faculty to connect personally and professionally with others on campus and within the local community. Resources include: faculty research grants; sponsorship of symposia and lectures that illustrate the synergy of diversity, equity and advocacy; faculty workshops; and mentorship and professional development opportunities for junior faculty of color.
A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

The University has support groups for the GBLT community and for University Women of Color. The Office of Equity and Diversity also provides guidelines to recruit and support diverse faculty.

The website URL where more information about the programs in each of the three categories is available:

https://diversity.umn.edu/multicultural/
Support Programs for Future Faculty

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:
The Office for Equity and Diversity has published a handbook on recruiting and retaining diverse faculty. It is available online at http://www.med.umn.edu/che/prod/groups/med/@pub/@med/@che/documents/content/med_content_367306.pdf

"---" indicates that no data was submitted for this field

Does the institution administer and/or participate in programs that meet the criteria for this credit?:
Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:
The University of Minnesota recognizes that a faculty reflecting the diversity of our society is important in facilitating the development of world-class scholars and artists. To enhance the University's opportunities to recruit and retain highly qualified faculty, the University has established two bridge funds designed to increase diverse faculty hires: the Bridge Fund for Faculty of Color Hires and the Bridge Fund for Spousal/Partner Hires. Both Bridge Funds are administered by the Office for Equity and Diversity. The University has also established a Postdoctoral Diversity Fellowship to recruit and retain diverse faculty in partnership with collegiate units at the University of Minnesota, and a Pre-doctoral Diversity Teaching Fellowship for diverse doctoral candidates.

The website URL where more information about the program(s) is available:
https://diversity.umn.edu/
Affordability and Access Programs

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" indicates that no data was submitted for this field

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?: Yes

A brief description of the institution’s participation in federal TRIO programs:

The University funds three TRIO programs jointly with the College of Education and Human Development and the US Department of Education. These include Upward Bound, Access to Success, and the Ronald E. McNair Program.

Upward Bound is a college preparatory program for low-income and educationally disadvantaged high school students to help generate the skills they need to succeed in post secondary education.

TRIO Access to Success is a program for 150 selected freshmen who demonstrate strong potential to succeed academically at the University of Minnesota, but whose high school records may not match the typical profile of students admitted to the University.

The Ronald E. McNair Program prepares low-income, first-generation college students for graduate study. Services to program participants include academic counseling, tutoring, test preparation for the Graduate Record Exam, paid research internships, advocacy, assistance in applying to graduate schools, and seminars to help prepare for graduate study.
A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

The Regent's policy on financial aid guides the University in awarding financial aid. Subdivision 1 states:

Guiding Principles.
In the conduct of its student financial aid programs, the University shall:
(a) award financial aid to students on the basis of merit and of need;
(b) assist as many students as possible in securing grants, scholarships, loans, and employment and provide counseling in the use of such resources to help finance their education;
(c) aggressively seek additional aid funds; and
(d) maintain straightforward application and disbursement processes that protect the individual's right to privacy.

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The University offers diversity trainings to faculty and staff that speak to working with students from all different backgrounds and ethnicities, disabilities, sexual preferences, etc., including working with students from low-income backgrounds. Aside from this there is not a program that specifically helps to equip faculty and staff to better serve students from low-income backgrounds.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

TRIO Upward Bound is a college preparatory program for low-income and educationally disadvantaged high school students. TRIO Upward Bound works with students on a long-term and intensive basis and helps generate the skills needed for selected high school students to succeed in post-secondary education.

A brief description of the institution's scholarships for low-income students:

The University of Minnesota Promise Scholarship (U Promise) is the University of Minnesota's guaranteed commitment to Minnesota undergraduate students whose families make up to $100,000 per year. There are two types of scholarships under the U Promise umbrella: the U Promise Free Tuition Scholarship, and the U Promise Middle Income Scholarship that provide assistance to low-income students.
The University also provides many other scholarships which base their selection on financial need.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

The University's Parent Program works with parents to help them understand the student experience, support student learning, and empower students to take personal responsibility for their social and academic choices. This program provides information about health and safety, transportation, financial matters, academics, and student career planning. The Parent Program is open to all University parents to assist in their transition; there is no program specifically for parents of low-income students.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

When Office of Admissions counselors visit high schools, although they visit schools across the state of Minnesota annually, they target high schools with significant enrollments of students participating in the federal free lunch program to ensure that these populations of students receive information about the University, the application process, and financial aid. Additionally, counselors encourage students to apply for financial aid at Visit Presentations, Application Workshops, and at numerous Admitted Student events. The Office of Admissions also collaborates with One Stop Student services to offer financial aid information sessions to students and families regarding how to pay for college. Finally, the University participates in College Goal Sunday, a national event that provides free, on-site professional assistance in completing the FAFSA.

A brief description of the institution’s other admissions policies and programs:

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A brief description of the institution’s other financial aid policies or programs:

The University disperses scholarship awards in accordance with the University's financial aid award policy and also provides resources for finding outside scholarships. Grants and waivers are non-competitive aid that is set aside for students who qualify based on financial need or other criteria, with eligibility determined based on the FAFSA application.
A brief description of the institution’s other policies and programs not covered above:

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The website URL where information about programs in each of the areas listed above is available:

https://diversity.umn.edu/
Gender Neutral Housing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:  
Yes

A brief description of the program, policy, or practice:

The University of Minnesota is committed to assisting students find housing options that work for them. To discuss specific transgender housing options, students are encouraged to contact the Assistant Director of Residential Life.

In addition, the University of Minnesota has Living Learning Communities that accommodate for the educational, social, and developmental needs of students, including transgender and transitioning students. The Lavender House is a Living Learning Community located in Comstock Hall that provides a safe and affirming living environment for transgender and transitioning students, as well as gay, lesbian, bisexual, queer, gender queer, and questioning students. Members of the Lavender House are required to take two courses in Gay, Lesbian, Bisexual, Transgender (GLBT) studies where they learn about GLBT history, politics, leadership development, and community building. In addition, Lavender House members are able to participate in opportunities offered by the Gay, Lesbian, Bisexual, Transgender, and Ally (GLBTA) Programs office. These opportunities connect students to the GLBT community on campus and in the greater Twin Cities area.

The website URL where information about the program, policy, or practice is available:

http://www.housing.umn.edu/student/llc/index.html#lav
Employee Training Opportunities

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:
The University provides multicultural and diversity trainings and resources to employees through the Office of Equal Employment Opportunity and Affirmative Action; PORTAL (The Power of Respect to Affect Lives); International Student and Scholar Services; the Multicultural Center for Academic Excellence; Gay, Lesbian, Bisexual, and Transgender Programs Office; the Office of Disability Services; the Office for University Women; and the Aurora Center for Advocacy and Education.

The website URL where information about the trainings and activities are available:
http://www1.umn.edu/ohr/training/other/diversity/index.html
Student Training Opportunities

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
In collaboration with the ethnic student cultural associations and the ethnic studies departments, the Multicultural Center for Academic Excellence works to provide events and workshops for the following celebrations: Asian Pacific American Heritage Month, Cinco de Mayo, Black History Month, Ethel Curry Pow Wow, Native American Heritage Month, Hispanic Heritage Month, and Dr. Martin Luther King Jr. Day. These events enhance the student experience, as well as provide a respectful setting where divergent perspectives are articulated and discussed. In addition to these events, cultural living and learning communities are also offered in the American Indian Cultural House, Casa Sol, Hmong House, Huntley House for African American Men, and the Tsev Hmoob (Hmong House).

The website URL where information about the trainings and activities are available:
https://diversity.umn.edu/multicultural/
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

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Sustainable Compensation

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

The numbers above only reflect University employees. The University does not track the number of contractors and subcontractors on campus at any given time, but it is the policy of the University of Minnesota that all projects contracted for by the University shall comply with the prevailing wage requirements of Minn. Stat. 177.41 through 177.43. This requirement shall apply regardless of the source of funding.

"---" indicates that no data was submitted for this field

Total number of employees working on campus (including contractors):
16,773

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
16,773

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:
The University moved, in 2001, to a pay floor of $12.00 an hour for nonacademic staff working 20 or greater hours a week. This pay floor was established through the collective bargaining process. The floor was then adopted for the University’s non-represented Civil Service employees. The non-academic pay floor was increased and/or maintained, since 2001, through successive collective bargaining agreements and the Civil Service Pay Plans.

Minimum salaries have also been established for academic appointments and vary based on job classification. The lowest minimum among academic job classifications is $25,727.

The University’s Office of Human Resources biannually reviews its compensation and recognition systems.

The University’s compensation and recognition principles are three fold:
1) To achieve and maintain compensation and recognition systems that are competitive to appropriate labor markets when combined with other benefits and other rewards;
2) To recognize and reward meritorious performance; and
3) To ensure fair and equitable practices.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,009

The website URL where information about the institution’s compensation policies and practices is available:

http://www1.umn.edu/ohr/toolkit/compensation/
Employee Satisfaction Evaluation

Responsible Party

Shane Stennes  
Sustainability Coordinator  
University Services

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

The Pulse survey is an online employee satisfaction survey developed and administered exclusively at the University of Minnesota. The 2012 survey was the fifth administration of the biennial survey designed to better understand the work experiences of all employees. Reporting and analysis is completed by administrators responsible for systemwide policies and practices in areas such as compensation, benefits, faculty affairs, compliance, and non-instructional equity and diversity. Unit level reports are also provided to campus, college, and administrative support unit leaders.

The year the employee satisfaction evaluation was last administered:

2012

The website URL where information about the institution’s employee satisfaction evaluation process is available:

http://www1.umn.edu/ohr/er/pulse/index.html
Staff Professional Development in Sustainability

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability in New Employee Orientation

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

"---" indicates that no data was submitted for this field

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

A brief description of how sustainability is included in new employee orientation:

Sustainability is included in the new employee orientation introductory presentation and also at the Information Fair for new employees. In the presentation, energy reduction and its cost savings are highlighting through the University's 'It All Adds Up' program. Tips are also given to help the employees save energy in their offices. The recycling program and the energy reduction program are both at the Information Fair to give new employees further information on how to make their offices more sustainable, as well as additional information about sustainability at the U. When new employees read the U's Code of Conduct, they can read about an an example under the "empowerment" section of employees who took initiative and had energy efficient light bulbs installed on campus, resulting in an estimated $1.5M energy savings.

The website URL for the information about sustainability in new employee orientation: 

---
Employee Sustainability Educators Program

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria
Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Childcare

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

The University of Minnesota Child Care Center, located on the University of Minnesota's East Bank Campus, serves children ages 3 months to pre-kindergarten of U faculty, staff, and students. The Shirley G. Moore Laboratory Nursery School offers a half-day program for children ages 2 to 5 years old. A limited number of fee subsidies are available for low-income families.

Additionally, two licensed child care centers are located in U of M student housing and offer services to children of University faculty, staff, students, and community families. The University is also affiliated with two local child care facilities, the Como Community Child Care Center and the Commonwealth Terrace Cooperative Child Care Center.

The website URL where information about the program, policy, or practice is available:

http://www1.umn.edu/ohr/rap/childcare/index.html
**Employee Wellness Program**

**Responsible Party**

Shane Stennes  
Sustainability Coordinator  
University Services

"---" indicates that no data was submitted for this field

**Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:**

Yes

**A brief description of the employee wellness program, policy, or practice:**

The Wellness Program is pointing the way to better health for University employees and their families. The Wellness Program for faculty and staff offers wellness assessments, web-based resources, the HealthPartners 10,000 Steps Program, information about healthy eating, smoking cessation support, pregnancy and child care help, health screenings, vaccinations, in-person or telephone health coaching, stress management resources and activities, and weight management programs for free or at a reduced cost.

**The website URL where information about the program, policy, or practice is available:**

http://www1.umn.edu/ohr/wellness/index.html
Socially Responsible Retirement Plan

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:
All retirement plans at the University of Minnesota currently offer a socially responsible investment option through PAX World Mutual Funds. PAX World invests in companies with sustainable, forward-thinking business models. They base their analysis on financial, environmental, social, and governance factors.

The website URL where information about the program, policy, or practice is available:
http://www1.umn.edu/ohr/benefits/retiresave/index.html
This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

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Committee on Investor Responsibility

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

"---" indicates that no data was submitted for this field

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:

The Social Concerns Committee is primarily concerned with the interrelationship between the University and the broader social community. It is concerned with the nature and extent of the University's response to social concerns. The committee has developed resolutions that encourage purchase of fair trade shade grown coffee, purchase of 30% content recycling paper, and development and purchase of renewable energy. The Assets management team proactively reviews investments against available lists (Sudan divestment, for example) and communicates as appropriate to ensure investors are aware to steer clear of certain investments not consistent with university values and ethics.

Members of the CIR, including affiliations:

Timothy Sheldon, Applied Research & Educational Improvement;
David Golden, Boyton Health Services;
Sandra Krebsbach, Alumni;
David Fuhs, Alumni
Susan Cable-Morrison, Human Resources;  
Lolita Davis Carter, Human Resources  
Michael O'Day, Equal Opportunity/Affimative Action;  
Anthony Quill, Asset Mgmt  
Amelious Whyte, Student Affairs;  
John Broadhurst, Physics & Astronomy  
Stephen Gross, Social Sciences  
Maria Hanratty, Public Affairs;  
Kim Robien, Epidemiology;  
Carol Foth, FIRST  
Daniel Kelliher, Political Science  
Catherine Solheim, Family Social Science  
Elizabeth Ault, Student Representative  
Shannon Evans, Student Representative  
Madisen Johnson, Student Representative  
Carolyn Mayberry, Student Representative  
Theresa Mensinger, Student Representative  
Tanner Roberts, Student Representative  
Elizabeth Shay, Student Representative

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

http://www1.umn.edu/usenate/committees/soccon.html
Shareholder Advocacy

**Responsible Party**

**Shane Stennes**  
Sustainability Coordinator  
University Services

**Criteria**

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

**Submission Note:**

http://www1.umn.edu/usenate/soccon/sriq&a.html

"---" indicates that no data was submitted for this field

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:**

No

**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Has the institution conducted a negative screening of its entire investment pool within the last three years?:**

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes
Within the last 3 years the University Office of Investments and Banking conducted a quantitative negative screen on all direct holdings. The screen was based on the Interfaith Center on Corporate Responsibility's social responsibility ratings. The screen did not identify any direct holdings that required action.

In the past, the University has taken actions to remove itself from investments based on social responsibility considerations. For example, the University removed itself from investments in Sudan in 2008. The concern over these investments was brought to the Social Concerns Committee. The committee recommended and resolved that the U of M remove any investments involved in this conflict. Investments were then taken out of the region and have not been added since. Each year, the committee reviews any issues of a similar nature.

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

http://www1.umn.edu/usenate/committees/soccon.html
Positive Sustainability Investments

Responsible Party

Amy Short
Sustainability Director
University Services, OVP

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

Submission Note:

MN Statute 13315 specifies University of Minnesota investment data that is public and nonpublic.
https://www.revisor.leg.state.mn.us/statutes/?id=13.3215

"---" indicates that no data was submitted for this field

Total value of the investment pool:
977,604,000 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
37,158,196 US/Canadian $

Value of holdings in businesses selected for exemplary sustainability performances:
0 US/Canadian $

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
0 US/Canadian $
Value of holdings in community development financial institutions (CDFIs):
0 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:
0 US/Canadian $

A brief description of the companies, funds, and/or institutions referenced above:
As of Sept 30, 2012 the University of Minnesota Endowment balance was $978 million. We have $37 million (3.8%) invested in sustainable forests. We are not able to select out or track any of the other categories.

The University of Minnesota Foundation is managed by a third party entity. The investment pool is $1,309,000,000 as of 6/30/2011. Values for investments are not available and so this total is not included in the data presented. Investments are made in the areas of Natural Resources – Sustainable forestry and Private Equity – Focus on reducing greenhouse gas emissions in developing countries.

The Minnesota Medical Foundation (MMF) is managed by a third party entity. The endowment balance was $236,381,000 as of June 30, 2011.

As of June 30, 2011 the Minnesota Medical Foundation has no direct investments in renewable energy of sustainable forestry. MMF is unable to select out or track any of the other categories in the investment funds at Commonfund.

MMF had $586,000 investment in Commonfund’s Natural Resources Partners VIII, LP which has a less than 5% allocation to Clean Energy. Founded in 1971 to serve the investment needs of college endowments, Commonfund manages funds for a majority of the largest 100 educational endowments in the U.S. as well as top foundations and healthcare organizations. The Natural Resources Partners VIII, LP referenced above is a fund of funds non-marketable investment.

While there is no formal policy regarding considering environmental/ sustainability factors, there are general practices with founded in the Board of Regents Energy Efficiency and Sustainability policy and Social Concerns Committee.

The Uof M Foundation receives donations designated for programs/initiatives with environmental and sustainability factors. For example, student scholarships and the Ann Salovich bequest.http://zeropluscampus.umn.edu/salovich/

The website URL where information about the institution’s sustainability investment activities is available:
---
Student-Managed Sustainable Investment Fund

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:
Yes

A brief description of the student-managed sustainable investment fund:
The Carlson Funds Enterprise is comprised of roughly 40 MBA and undergraduate students, 2 Professional Advisers, 2 faculty members, and 1 administrative associate. The students are split between a Growth Fund and a Fixed Income Fund. Combined, the assets total more than $35 million. The fund has 11 participants that have contributed to the fund and each have a representative on our Advisory Board. During this year-long program, Student Analysts research and present two stocks or two bonds to the Investment Oversight Committee, one stock in the fall and one stock in the spring. Assistance and oversight is provided by professional mentors and academic faculty.

The focus of this fund is on social and ethical responsibilities when it comes to managing the money. Students in the fund are required to take an additional ethics seminar before starting in the program. Dealing with real investors requires students to behave just as they would if they were working for a real investment company.

The website URL where information about the fund is available:
http://www.carlsonschool.umn.edu/funds/
Sustainable Investment Policy

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---” indicates that no data was submitted for this field

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:
Yes

A brief description of the sustainable investment policy:

The University of Minnesota's Board of Regent's Policy on the endowment fund states that "the University shall consider social responsibility in its investment decisions" in its management of the endowment. While there is no formal policy regarding considering environmental impact factors, there are general practices with founded in the Board of Regents Energy Efficiency and Sustainability policy and Social Concerns Committee. The Assets management team proactively reviews investments against available lists (Sudan divestment, for example) and communicates as appropriate to ensure investors are aware to steer clear of certain investments not consistent with university values and ethics.

The website URL where information about the policy is available:
http://www1.umn.edu/regents/policies/financial/Endowment_Fund.html
Investment Disclosure

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

A brief description of the institution’s investment disclosure practices:

The institution makes proxy voting records available to the school community and the public upon request. The Social Concerns Committee makes recommendations and decisions on proxy voting, which includes students, faculty, and staff. In addition, the University makes select information about its endowment holdings available to the general public per the open records law, including its asset allocation, a list of external managers, a list of mutual funds, and cash holdings.

The website URL where information about investment disclosure available:

http://www1.umn.edu/usenate/committees/soccon.html
Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit

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Community Sustainability Partnerships

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

"---" indicates that no data was submitted for this field

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

To respond to farmers’ interest in sustainable practices, a partnership was formed between the University of Minnesota and the Sustainers’ Coalition, a collection of farmers and other agriculturally-oriented organizations, to serve as a dependable source of information on alternative systems. The Minnesota Institute for Sustainable Agriculture (MISA) seeks to increase communication and collaboration among the University community and the agricultural community, instigating collaborative research projects and access to University resources for farmers, agencies, non-profit groups, and others working to further sustainability of agriculture.

Since 1981, the Chemical Safety Day Program (CSDP) has offered assistance to educational institutions and nonprofit organizations in disposing of hazardous material and waste at a reasonable cost and in an environmentally responsible way. This program is a joint effort of the MN Department of Children, Families and Learning, and the University of Minnesota. Based on the number of schools/organizations involved and the quantities of material/waste concerned, the CSDP directly collects waste from each site between the months of April and November which is then sent to the Thompson Center for Environmental Management (TCEM) on the University of Minnesota Twin Cities campus to be processed.

In support of local agriculture, University Dining Services has developed an on-going partnership with the Midwest Food Alliance, an organization that provides certification of products grown with environmentally friendly and socially responsible agricultural practices.

University Dining Services’ recent partnership with Urban Ventures broadens their purchasing spectrum. In 2007, UDS purchased 1,200 pounds of CityKid Java true-trade coffee. Coffee purchased from Urban Ventures’ brand, City Kid Java, is “true trade;” meaning, coffee beans were purchased at or above fair trade industry cost. The profits from the sale of City Kid Java are then given to Urban Ventures, which works to build a better community by providing youth leadership programs, education, training and work opportunities for those in need.

The University of Minnesota Landcare partners with local service provider, Rumpca Companies, to recycle waste wood materials. A space is provided on campus to store the wood waste and shredded material. Rumpca Companies grinds all the wood that is collected and the University uses the wood mulch around campus. This partnership saves the University approximately $10,000 annually in materials...
In coalition with Xcel Energy, the University participates in the Energy Design Assistance program to implement the most cost effective and energy efficient strategies within new construction and major renovation projects on campus. The program provides designers and contractors with a set of energy-saving strategies appropriate for each building project. As additional encouragement to maximize energy conservation practices, Xcel Energy provides financial incentives for applying the strategies in the final design.

The Great Lakes Northern Forests Cooperative Ecosystem Studies Unit (GLNF CESU) was formally authorized in August 2002. It is part of a national network of CESUs and stretches from Minnesota to Maine, including all or part of 13 states. The mission of the GLNF CESU is to conduct a program of research, technical assistance, and education that involves the biological, physical, social, and cultural sciences needed to address, manage, and preserve Great Lakes Northern Forest ecosystems in a rapidly changing social, economic, and environmental landscape. In addition to the host university, the University of Minnesota, GLNF CESU has 16 university partners, nine nongovernmental organization partners, and six federal partners.

The Interagency Information Cooperative (IIC) is a partnership between the Minnesota Forest Resources Council, Minnesota Association of County Land Commissioners, Minnesota Department of Natural Resources, Minnesota Land Management Information Center, University of Minnesota, and the USDA Forest Service. This Cooperative and its site maintain a vast amount of information on Minnesota’s forest and related natural resources. This information is fundamental to planning and management for sustainability.

The University of Minnesota Regional Partnerships combine citizen leadership with the research and education resources of the University to foster long-term sustainability in the state, with particular attention focusing on agriculture, natural resources, renewable energy (which includes the Clean Energy Resource Teams), and tourism. The partnership operates under three principles: active citizenship, which involves local citizen participation in designing and implementing projects in the region; sustainable development, which addresses issues according to sustainable principles; and University of Minnesota involvement. The five regional citizen-faculty Board of Directors envisions a sustainable future for the state and supports targeted projects to achieve this vision, with funding provided by the Minnesota Legislature through the University.

The University of Minnesota Reuse Program collects unwanted, reusable items from Housing and Residential Life (dorm) clean-outs. These items are donated to a non-profit in St. Paul called Families Helping Each Other, who in turn gives the items at no charge to a family in need.

The website URL where information about sustainability partnerships is available:
http://www.uservices.umn.edu/sustainableU/index.html
Inter-Campus Collaboration on Sustainability

Responsible Party
Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

Submission Note:

Additional resources:
- http://www.csbr.umn.edu/research_archive/bridge.html

"---" indicates that no data was submitted for this field

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:
Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

The University of Minnesota is engaged in several inter-campus collaboration efforts on sustainability.

The E3 Conference is an increasingly successful annual conference presented by the University of Minnesota Initiative for Renewable Energy and the Environment. It is an opportunity for researchers, legislators, business and nonprofit leaders, and students to share ideas and information about renewable energy in the Midwest.

Building Research Information Data Gathering Exchange (BRIDGE) is a tool created by the University of Minnesota Center for Sustainable Building Research to create a continuously evolving knowledge base for building projects. Post Occupancy Building Evaluations are conducted and the resulting information is made available to BRIDGE participants. The increasing library of information allows agencies the opportunity to learn from others' mistakes and successes, so future building projects will operate at the highest performance level possible.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:
The E3 Conference: St. Anthony Falls Laboratory and speakers from 3M, DuPont, Agricultural Utilization Research Institute, McKnight University Center for Sustainable Polymers, and others.

BRIDGE: Minnesota State Colleges and Universities system and Minnesota State Agencies.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability:

Campus sustainability staff are active in AASHE and the Upper Midwest Association for Campus Sustainability (UMACS). Staff have planned and hosted Sustainability Across the Curriculum Workshops which have been open to faculty from other institutions. The Director of Sustainability is a member of the Penn State Center for Sustainability Advisory Board.

The website URL where information about cross-campus collaboration is available:

http://www.uservices.umn.edu/sustainableU/index.html
Criteria

**Part 1**

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

**Part 2**

Institution has a sustainability-related certificate program through its continuing education or extension department.

**Submission Note:**

The College of Continuing Education partners with organizations across the state to plan and implement professional development conferences. Many of these conferences include workshops or sessions that are focused on or related to sustainability. Examples of conferences incorporating sustainability include:
- Annual Concrete Conference
- Minnesota Pavement Conference
- Center for Transportation Studies Research Conference
- Water Resources Annual Conference
- Building Officials Institute
- Minnesota Power Systems Conference
- City Engineers Annual Conference
- County Engineers Annual Conference

For more information:

[http://www.cce.umn.edu/Programs-and-Courses/Courses-Conferences-and-Events/Professional-Development-Conferences/index.html](http://www.cce.umn.edu/Programs-and-Courses/Courses-Conferences-and-Events/Professional-Development-Conferences/index.html)

In addition to these conferences other colleges and units provide opportunities for continuing education focused on or related to sustainability, such as the University's Initiative on Renewable Energy and the Environment's E3(Energy, Economy, and Environment) conference, an annual conference for renewable energy.

It is not possible to develop a count of the number of workshops offered, on sustainability or in total, via these conferences.

"---" indicates that no data was submitted for this field
Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
0

Total number of continuing education courses offered:
0

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:
---

Year the certificate program was created:
---

The website URL where information about sustainability in continuing education courses is available:
http://www.cce.umn.edu/Programs-and-Courses/Courses-Conferences-and-Events/Professional-Development-Conferences/index.html
Community Service Participation

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

Numbers based on full-time students for the 2010-11 academic year.

"---" indicates that no data was submitted for this field

The number of students engaged in community service:
24,350

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
42,927

The website URL where information about the institution’s community service initiatives is available:
http://www.servicelearning.umn.edu/
Community Service Hours

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

Numbers based on full-time students for the 2010-11 academic year.

"---" indicates that no data was submitted for this field

The number of student community service hours contributed during a one-year period:

1,500,000

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

42,927

The website URL where information about the institution’s community service initiatives is available:

http://www.servicelearning.umn.edu/
Sustainability Policy Advocacy

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

"---" indicates that no data was submitted for this field

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated:

Public policy advocacy is conducted by the University's Office of Government and Community Relations. Examples of advocacy include:
- Supporting efforts to exempt Central Corridor Light Rail Transit (CCLRT) construction from sales tax. CCLRT will run through the heart of campus and will provide a more sustainable alternative to single vehicle travel to and from campus. The tax exemption was passed into law (MN Statute 297A.71 Subd. 40) and is estimated to save the project $13 million.
- Successfully lobbying the state for resources to support the farm to school program, increasing the availability of locally grown food in K-12 schools.
- Advocating for the state's Renewable Development Fund to support renewable energy research and development.

In addition to advocacy by Government and Community Relations, individual University faculty have also informed development of policy by government agencies at the national, state, and local levels to advance sustainability. Smart grid, water quality, agriculture, climate change, and renewable energy are examples of areas of involvement.

The website URL where information about the institution’s advocacy efforts are available:

http://www1.umn.edu/urelate/govrel/index.html
Trademark Licensing

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

Part 1
Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2
Institution has signed on to participate in the Designated Suppliers Program.

"---" indicates that no data was submitted for this field

Is the institution a member of the Worker Rights Consortium?:
Yes

Is the institution a member of the Fair Labor Association?:
No

Has the institution expressed intention to participate in the Designated Suppliers Program?:
No

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://www1.umn.edu/usenate/resolutions/dspres.html
Graduation Pledge

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Community Service on Transcripts

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

"---" indicates that no data was submitted for this field

Does the institution include community service achievements on student transcripts?:
Yes

A brief description of the practice:

Undergraduate students who enroll in and complete the Community Engagement Scholars Program receive documentation of program completion on their academic transcripts. The program requires 400 hours of documented community work, 8 credits of service-learning courses, a series of reflection submissions based on program themes, and completion of a capstone course and an integrative community engagement project for a community partner organization.

General participation in community service activities is not recorded on the transcript outside of this program.

The website URL where information about the practice is available:
http://www.servicelearning.umn.edu/cesp
## Farmers' Market

### Responsible Party

**Shane Stennes**  
Sustainability Coordinator  
University Services

---

*"---" indicates that no data was submitted for this field*

**Does the institution host a farmers' market for the community?:**

Yes

**A brief description of the farmers’ market:**

The University of Minnesota hosts a farmer's market in order to encourage healthy lifestyles among its students, staff, and surrounding community. The market runs for roughly four months. During this time it is held on Church Street every Wednesday from 11:00am-2:00pm. Approximately a dozen local vendors are contracted by the University to sell a variety of flowers, herbs, fruits, and vegetables.

**The website URL where information about the market is available:**

http://www1.umn.edu/ohr/wellness/farmersmarket/
Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

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Innovation 1

Responsible Party

Shane Stennes
Sustainability Coordinator
University Services

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

Additional resources:

http://www1.umn.edu/ohr/wellness/fitness/bike/

http://www1.umn.edu/pts/bike/bikecenter.html

http://www1.umn.edu/pts/bike/bikeRFID.html
A brief description of the innovative policy, practice, program, or outcome:

The ZAP Twin Cities bike commuter program uses RFID hardware and software to provide an automated bike commuting recognition system. The system was developed by Dero Bike Rack Co. and pioneered at the University of Minnesota, Twin Cities. It is an effortless way of verifying and logging bike trips, then rewarding and incentivizing bicycle commuters with prizes and Wellness rewards.

A letter of affirmation from an individual with relevant expertise:

ZAP Bike Program Innovation Credit Letter of Support 10.25.12.pdf

The website URL where information about the innovation is available:

http://www.derozap.com/gopherzap/
Innovation 2

Responsible Party

Amy Short
Sustainability Director
University Services, OVP

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

Fall 2011 Challenge was Food security. In post challenge activities, two of the three gold winning student teams traveled to and worked in Dehli communities with partner TERI University to work on food safety and food waste to fuel projects. Read the business plans and watch the 2 minute pitch for the projects:
http://acara.environment.umn.edu/acarachallenge/2011fall/

“---” indicates that no data was submitted for this field
A brief description of the innovative policy, practice, program, or outcome:

Acara, a joint program of the Institute on the Environment and the College of Science and Engineering, at the University of Minnesota, gives emerging entrepreneurs a chance to envision and launch successful social businesses. Since 2009, more than 300 students from 20 universities have participated in Acara’s programs, guided by mentors in academia and industry to collaboratively explore business concepts and implement sustainable solutions while developing their leadership skills. Impact goals are to incubate the best ideas and the best students beyond the classroom.

A letter of affirmation from an individual with relevant expertise:


The website URL where information about the innovation is available:

http://acara.environment.umn.edu/
Innovation 3

Responsible Party

Amy Short
Sustainability Director
University Services, OVP

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

MN GreenStep Cities Program:

http://greenstep.pca.state.mn.us/

Example: Roseville, a city the students worked with posted their presentation and integrated some Green Step program elements into their workplan for the next year.

A brief description of the innovative policy, practice, program, or outcome:

U of MN Sustainability Studies Minor and Minnesota (MN) GreenStep Cities Program Partnership

This partnership was to link team of students from multiple disciplines in the Sustainability Minor Capstone Class with their hometowns and other cities to assess sustainability progress against the MN GreenStep Cities program. MN GreenStep Cities is a voluntary challenge, assistance and recognition program to help cities achieve their sustainability and quality-of-life goals. The project helped raise awareness across the state about the GreenStep Cities program while students interacted with city staff and city leaders to encourage participation.

A letter of affirmation from an individual with relevant expertise:

E Mercer-Taylor Sust Minor Green Steps AASHE STARS 2012 v2.pdf

The website URL where information about the innovation is available:

---
Innovation 4

Responsible Party
Amy Short
Sustainability Director
University Services, OVP

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

Check out the 3-minute video to learn more about the Energy Innovation Corridor and the efforts focusing on energy efficiency, renewable energy, smart technology and transportation.

http://www.energyinnovationcorridor.com/page/video/

"---" indicates that no data was submitted for this field
A brief description of the innovative policy, practice, program, or outcome:

Located within one of the most unique urban communities in the country, the Energy Innovation Corridor was formed to create a sustainable energy and transportation showcase. The first-of-its-kind, this clean energy and transportation model extends along the 11-mile Central Corridor light rail transit project route, from the Union Depot in downtown Saint Paul to Target Field in downtown Minneapolis, along Washington and University avenues, via the Minnesota State Capitol and entire University of Minnesota-Minneapolis campus.

Throughout and adjacent to the 11-mile Energy Innovation Corridor, business, residential, government, nonprofit and community organizations are transforming the area into a showcase of clean energy technologies. From renewable energy installations to grassroots energy efficiency efforts to transportation programs, the people and businesses of the Energy Innovation Corridor are making dramatic changes in the way energy is used.

The goal of the Energy Innovation Corridor (EIC) is to achieve economic vitality through carbon avoidance. Within the EIC showcase area, partners measure electric and natural gas energy savings, renewable energy generated and consumed, electric vehicle impacts, car-sharing/bike-sharing programs as well as smart technologies implemented.

Projects are summarized and highlighted on the partnership website. Progress is reported and connections to numerous resources are provided.

The University of Minnesota is an active partner - from the work of the Center for Sustainable Building Research directly supporting building the website reporting structure and mapping, University Relations working to connect neighbors to energy audit resources which are tracked in the reporting by the partnership, and operations and sustainability staff helping coordinate, implement and report about projects along the corridor that support the goals.

A letter of affirmation from an individual with relevant expertise:

Energy Innovation Corridor AASHE STARS Xcel 10.25.12.pdf

The website URL where information about the innovation is available:

http://www.energyinnovationcorridor.com/page/
Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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<td>Endowment</td>
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<td>Sustainability Staffing</td>
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</tbody>
</table>
New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Food Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
**Dishware**

**Criteria**

Institution provides details of the dishware it provides at its dining services locations.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Energy Use by Type

Criteria

Institution reports its energy use by type.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Procurement

Criteria

Institution provides details about its procurement efforts.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Bike Sharing

Criteria

Institution reports the number of bicycles available through bike sharing programs.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Water Initiatives

Criteria

Institution provides details about its water initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Endowment

Criteria

Institution provides details about its endowment.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Staffing

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.